

S
374.013
P112
1970

STATE DOCUMENTS

Library
4/6/70

100277

PLEASE RETURN

~~LIBRARY
MONTANA COLLEGE OF
MINERAL SCIENCE AND TECHNOLOGY
BUTTE~~

STATE PLAN FOR VOCATIONAL EDUCATION

(As required by Public Law 90-576, the Vocational
Education Amendments of 1968)

State of Montana
Office of the Superintendent
of Public Instruction
Dolores Colburg, Superintendent
Helena 59601

F1769-401.301-12/69 Rev. a

LIBRARY
MONTANA COLLEGE OF
MINERAL SCIENCE AND TECHNOLOGY
BUTTE

A STATE PLAN FOR THE ADMINISTRATION OF
VOCATIONAL EDUCATION UNDER THE
VOCATIONAL EDUCATION AMENDMENTS OF 1968

Submitted by the State of Montana
Approved by State Board of Education
on June 9, 1969

Received by the Office of Education: June 12, 1969
(Date)

Effective date of State Plan: July 1, 1969
(Date)

Approved by: /s/ Grant Venn
Associate Commissioner, BAVLP

Date approved: September 12, 1969

TABLE OF CONTENTS

	<u>Page</u>
Preface	
PART I - ADMINISTRATIVE PROVISIONS	1 - 109
1.0 General	1
2.0 Fiscal Control and Fund Accounting Procedures	41
3.0 State Vocational Education Programs	46
4.0 Vocational Education Programs for the Disadvantaged	73
5.0 Vocational Education Research and Personnel Training	76
6.0 Exemplary Programs and Projects	82
7.0 Residential Vocational Education Schools	88
8.0 Consumer and Homemaking Education	93
9.0 Cooperative Vocational Education Programs	98
10.0 Work-Study Programs for Vocational Education Students	106
PART II - LONG-RANGE PROGRAM PLAN PROVISIONS	1 - 29
1.0 Manpower Needs and Job Opportunities	1
2.0 Analysis of Availability of Vocational Education	5
3.0 Analysis of State's Population Relating to Vocational Education Needs	13
4.0 Vocational Education Program Needs	14
5.0 Vocational Education Objectives	17
6.0 Analysis of State's Vocational Education Programs	24
PART III - ANNUAL PROGRAM PLAN PROVISIONS	1 - 31
1.0 General	1
2.0 State Vocational Education Programs	6
3.0 State Programs for the Disadvantaged	23
4.0 State Research and Training in Vocational Education	24
5.0 Exemplary Programs and Projects	25
6.0 Residential Schools	26
7.0 Consumer and Homemaking Programs	27
8.0 Cooperative Vocational Education Programs	29
9.0 Work-Study Programs	31
APPENDICES	
Legal Appendix	1 - 22
Appendix I - Organization of Department	1 - 5
Appendix II - Cooperative Agreements	1 - 5
Appendix III - Federal Rules and Regulations	1 - 5
Appendix IV - Forms	1 - 18
Appendix V - Policy for Allocating Costs	1 - 11

Certificate of State Board of Education

State of Montana

I hereby certify that the attached State Plan for Vocational Education was adopted by the State Board of Education (State Board for Vocational Education) on June 9, 1969. The State Plan as

(Date)

submitted constitutes the basis for the operation and administration of the state's program established pursuant to the Vocational Education Amendments of 1968, Public Law 90-576. All information and representation contained in the plan as of this date are accurate to the best of my knowledge and belief.

State Board of Education
(State Board for Vocational Education)

June 12, 1969

(Date)

(Signed) Forrest H. Anderson

(President)

Certificate of State Advisory Council

State of Montana

I hereby certify that the attached State Plan for Vocational Education for fiscal year 1970 was proposed in consultation with the State Advisory Council. It reflects the advice and recommendations of the council as indicated by the following statement:

The people of Montana have expressed, through their government, that they want a strong vocational education program designed to educate approximately 80% of our citizens who do not choose to pursue professional programs as offered by institutions of higher learning. Because of this interest the recent legislative assembly was able to pass legislation which established a completely new concept for vocational education designed to implement and conduct programs, services and activities compatible with legislation passed by the U. S. Congress in 1968. Because of the short time span since the passage of state legislation and because of the lack of time to establish developmental criteria on the federal level, the advisory council has worked under severe handicaps. We are fortunate that we have almost universal agreement among the members of the advisory council and that we have outstanding people in our state department of education who were instrumental in making meaningful contributions in developing the State Plan. The members of the advisory council are confident that this will lead to a sound program that will prepare our citizens on secondary, post-secondary and adult levels for employability. We will also be able to provide training for the handicapped and the disadvantaged. We feel this plan will assist Montana to meet the vocational education needs of people, of all population groups at all levels, to enable them to compete and make a contribution toward a better life for themselves, as well as an improved society for the state and the nation.

State Advisory Council

June 9, 1969

(Date)

(Signed) Jack GundersonChairman

(Title of authorized officer)

Certificate of Attorney General

State of Montana

I hereby certify:

1. THAT the State Board of Education (State Board for Vocational Education) shall be the State Board in this state within the meaning of Section 108 (8) of Public Law 90-576;
2. THAT said Board has the authority under State law to submit a State Plan;
3. THAT said Board has authority to administer or supervise the administration of the foregoing State Plan;
4. THAT all of the provisions of the foregoing plan are consistent with State law;
5. THAT the State Superintendent of Public Instruction has been duly authorized by the State Board of Education (State Board for Vocational Education) to submit the foregoing State Plan and to represent said Board in all matters pertaining thereto.

June 12, 1969
(Date)

(Signed)

Robert L. Woodahl
(Attorney General)

Certificate of Public Hearing and Public Notification

State of Montana

I hereby certify that:

1. Notification of dates for public hearings and material were provided as follows:

<u>Date of Notification</u>	<u>Sent to</u>	<u>Materials Provided with Notice</u>
May 6, 1969	Miles City Star Dillon Daily Tribune-Examiner Lewistown Daily News Billings Gazette Havre Daily News Bozeman Daily Chronicle Helena Independent Record Daily Ravalli Republican Anaconda Standard Kalispell Daily Inter Lake Butte Montana Standard Post Missoulian Great Falls Leader Great Falls Tribune Livingston Enterprise	None

2. Public hearing on the State Plan for Vocational Education was held as follows:

<u>Date</u>	<u>Time</u>	<u>Place</u>	<u>Attendance</u>
May 23, 1969	1:00 p.m.	Helena	65

3. The hearing was conducted by:

<u>Mrs. Dolores Colburg</u> (Name)	State Superintendent of Public Instruction and Executive Officer of the State Board for Vocational Education (Title)
---------------------------------------	---

4. Conclusions or decisions reached were as follows:

- (1) Suggestions and comments received at the public hearing will be given consideration in the development of the final draft of the State Plan.
- (2) Additional suggestions for revision of the State Plan will be received and considered by the Office of the Superintendent of Public Instruction in preparation of the final draft.
- (3) The final draft will be presented to the State Board for Vocational Education for action on June 9, 1969. Upon State Board approval the plan will be submitted to the U. S. Commissioner of Education for approval.
- (4) The approved State Plan will be disseminated to interested individuals and agencies within the State of Montana.

State Board of Education
(State Board for Vocational Education)

June 12, 1969
(Date)

(Signed) Forrest H. Anderson
(President)

Part I

ADMINISTRATIVE PROVISIONS

1.0 General.

The Montana State Plan for Vocational Education has been developed as a guide for public educational agencies, institutions, contractual agencies and other agencies applying and qualifying to implement and conduct vocational education programs for the benefit of all population groups representing all levels of education in the state. The State Plan conforms to the requirements established by Public Law 90-576, 90th Congress, the Vocational Education Amendments of 1968, and all state statutes pertaining thereto.

1.1 State Board.1.11 Name and Designation of State Board.

The State Board of Education, pursuant to Section 75-4242, R.C.M., 1947, as amended, is the State Board for Vocational Education and is the sole agency responsible for the administration of the State Plan and for the supervision of the administration thereof by local educational agencies and has the authority to cooperate with the U. S. Office of Education in the administration of the State Plan. All reference to "State Board" throughout this plan refers to the State Board for Vocational Education.

1.12 Executive Officer Designation.

The State Superintendent of Public Instruction is the Executive Officer of the State Board for Vocational Education and is, as directed by the State Board, responsible for the administration of vocational education. (See 1.12 of the Legal Appendix.)

1.13 Authority of State Board.

The State Board for Vocational Education, pursuant to Section 75-4242, R.C.M., 1947, as amended, and 1.11 above, shall have the authority to submit the State Plan and will cooperate with the U. S. Office of Education in the administration of the State Plan. The State Board will direct the State Treasurer in the disbursement of all state and federal moneys to be used for vocational education. (See 1.13 of Legal Appendix.)

1.14 State Board Organization.

1.14-1 Composition and Manner of Selection.

The State Board consists of eleven (11) members. Three (3) elected officials--the Governor, the State Superintendent of Public Instruction and the Attorney General--are ex officio members. Eight (8) members of the board are appointed by the Governor with the advice and consent of the senate of the state legislature. Composition of the State Board and manner of selecting State Board members are governed by state statutes. (See 1.14-1 of the Legal Appendix.)

1.14-2 A Description of the Units of the State Board Staff and the Functions Assigned to Each.

The State Board does not have units, nor does it have a staff, other than a secretary. Duties and responsibilities concerning vocational education are carried out by the Office of the Superintendent of Public Instruction as directed by the State Board and by the State Superintendent of Public Instruction as executive office of the State Board. (See 1.14-2 of the Legal Appendix and 1.14-2 of Appendix I.)

A. State staff personnel of the Division of Vocational Education under the Office of the Superintendent of Public Instruction are designated to carry out the vocational education state functions as required by the act and as directed by the State Board through the Office of the Superintendent of Public Instruction. The State Director occupies a full-time position and has no substantial duties outside those connected with the total vocational education program. The State Board and the Office of the Superintendent of Public Instruction will maintain cooperative working relationships among the various agencies and institutions of the state responsible for conducting programs of vocational education. Number of personnel and duty assignments are according to 2.41 of Appendix I and 1.3 of this part and as follows:

- a. Director of Vocational Education, responsible for administration and supervision of programs.

- b. Assistant Director of Vocational Education, responsible for planning, development, curriculum, training and post-secondary programs.
- c. Accountant for Division of Vocational Education, responsible for financial accounting, record keeping and reporting.
- d. Supervisor of Agricultural Education and responsible for secondary programs.
- e. Supervisor of Business Education and responsible for exemplary programs.
- f. Supervisor of Consumer and Homemaking Education.
- g. Supervisor of Wage Earning Home Economics Education and responsible for youth group activities.
- h. Supervisor of Distributive Education and responsible for cooperative and work-study programs.
- i. Supervisor of Health Occupations and responsible for evaluation activities.
- j. Supervisor of Technical Education and responsible for residential school activities.
- k. Supervisor of Trade and Industrial Education and responsible for adult education programs.
- l. Firefighter Trainer, responsible for developing firefighter programs and conducting training activities.
- m. Assistant Firefighter Trainer, responsible for conducting training activities.
- n. Supervisor of Manpower Development and Training and responsible for manpower development and training act programs.
- o. Assistant Supervisor of Manpower Development and Training.

- p. Director of Research Coordinating Unit and responsible for vocational education research.
- q. Research Coordinator, responsible for vocational education research and follow-up activities.
- r. Research Assistant, responsible for vocational education research and follow-up activities.
- s. Supervisor of Vocational Guidance and responsible for programs for the handicapped, disadvantaged and depressed areas.

1.2 Public Hearings and Information.

1.21 Public Hearings.

Annual meetings will be called by the State Board for the purpose of considering proposed modifications of the State Plan. Proposals for modification may proceed from the State Superintendent of Public Instruction, the State Advisory Council, local educational agencies, state advisory committees, interested agencies, population groups and individuals.

1.22 Public Information.

1.22-1 Dissemination of Information.

A minimum of five hundred (500) copies of the State Plan and an equal number of statements of general policies, rules, regulations and procedures issued by the State Board concerning the administration of such State Plan will be distributed, but not limited in distribution, to interested agencies, organizations and individuals, e.g.:

Members of the State Advisory Council
Members of advisory committees
Local educational agencies
Post-secondary vocational-technical centers
Junior and community colleges
Four-year colleges and universities
Office of the Superintendent of Public
Instruction
Montana Employment Security Commission
Department of Planning and Economic Development
Division of Vocational Rehabilitation
State Board of Education
Office of Economic Opportunity
Cooperative Area Manpower Planning System
Community Action Programs
Model City Agency

To insure public understanding of the State Plan, a statewide public hearing, sixteen area meetings, four discussion meetings at the Annual Montana Vocational Education Conference and two meetings of the Montana Council of Local Administrators were held. Subsequent meetings will be held to inform participants regarding the State Plan, amendments to the plan, changes in policies and procedures, as well as to discuss implications of the act for implementing and conducting vocational education programs.

1.22-2 Funding.

Sufficient funds will be budgeted for purposes of developing, producing, publishing and disseminating copies of the State Plan, policies and procedures.

1.23 Establishment and Certification of State Advisory Council.

- A. A Montana State Advisory Council for Vocational Education shall be organized as a separate and independent body and shall act solely in an advisory capacity to the State Board.
- B. The Governor shall appoint the members of the State Advisory Council pursuant to 1.23 of the State Plan. The Governor shall further certify the establishment and membership of the State Advisory Council not less than ninety days prior to the beginning of a fiscal year.

1.23-1 Membership.

The membership of the State Advisory Council shall exclude members of the State Board, but shall include the following representation:

- A. At least one person familiar with the vocational education needs and problems of management and labor in the state.
- B. At least one person representing state industrial and economic development agencies.
- C. At least one person representative of community and junior colleges and other institutions of higher education, post-secondary vocational-technical centers, technical institutes and post-secondary or adult education agencies or institutions which may provide programs of vocational education and training.
- D. At least one person familiar with the administration of state and local vocational education programs, and at least one person having special knowledge, experience or qualifications with respect to vocational education and who is not involved in the administration of state or local vocational education programs.
- E. At least one person familiar with programs of vocational education, including programs in comprehensive secondary schools.
- F. At least one person representative of local educational agencies, and at least one person representative of school boards.
- G. At least one person representative of manpower and vocational education agencies in the state and the Cooperative Area Manpower Planning System of the state.
- H. At least one person representing school systems with large concentrations of academically, socially, economically and culturally disadvantaged students.

- I. At least one person with special knowledge, experience or qualifications with respect to the special educational needs of physically or mentally handicapped persons.
- J. Persons representative of the general public, of whom at least one shall be representative of and knowledgeable about the poor and disadvantaged and who is not qualified for membership under any of the preceding categories.

1.23-2 Functions and Responsibilities.

The State Advisory Council shall have the following functions and responsibilities:

- A. Advise the State Board on the development of the State Plan and policy matters arising in the administration of the State Plan submitted pursuant to the act and the rules and regulations in this part, including the preparation of long-range and annual program plans.
- B. Evaluate vocational education programs, services and activities under the State Plan and publish and distribute the results thereof.
- C. Prepare and submit through the State Board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State Board as the State Board deems appropriate, which evaluates the effectiveness of vocational education programs, services and activities carried out in the year under review in meeting the program objectives set forth in the long-range program plan and the annual program plan, and recommend such changes as may be warranted by the evaluations.

- D. Prepare and submit within sixty (60) days after its certification to the Commissioner through the State Board, pursuant to paragraph (C) of this section, an annual budget covering the proposed expenditures of the State Advisory Council and its staff for the following fiscal year. Fiscal control and accounting procedures, as authorized by the Governor, are under the administration of the State Superintendent of Public Instruction.
- E. The State Advisory Council shall maintain close liaison and cooperation with the State Superintendent of Public Instruction, the State Director of Vocational Education and the Research Coordinating Unit.

1.23-3 Meetings and Rules.

- A. The State Advisory Council shall meet within thirty (30) days after certification has been accepted by the Commissioner and select from among its membership a chairman.
- B. The time, place and manner of meetings shall be provided by rules adopted by the State Advisory Council and shall be set forth in the certification submitted to the Commissioner. Such rules shall provide for not less than one public meeting each year.

1.23-4 Staff.

The State Advisory Council may obtain the services of such professional, technical and clerical personnel as may be necessary to enable the council to carry out its functions and/or to contract for such services as may be necessary to enable it to carry out its evaluative functions.

1.23-5 Compensation.

- A. Members of the State Advisory Council may receive the allowable state travel and per diem remuneration as prescribed by Section 59-538, R.C.M., 1947, as amended, for attendance at official meetings of the council.
- B. Staff members employed by the State Advisory Council may be paid salaries at a level comparable to those paid other state employees having similar duties and responsibilities.

1.3 Duties and Qualifications of Personnel.

1.31 State Administrative and Supervisory Personnel.

1.31-1 State Superintendent of Public Instruction and Executive Officer of the State Board for Vocational Education.

- A. The State Superintendent of Public Instruction is the executive officer of the State Board for the administration of vocational education acts of Congress and all vocational education laws of the state. He shall have general administrative responsibilities regarding vocational education and the public school system of the state and shall meet the qualifications of the office as prescribed by state law.
- B. The State Superintendent of Public Instruction may, by and with the advice and consent of the State Board, employ such assistants as may be necessary to carry out the provisions of the acts resulting from state and federal legislation. Such staff will include, but is not limited to, a State Director of Vocational Education (who may be designated by the State Superintendent as Assistant Superintendent for Vocational Education), an Assistant Director of Vocational Education, supervisors of various occupational fields, research personnel and vocational guidance personnel. (See 1.31-1 of the Legal Appendix and 1.31-1 of Appendix I.)

1.31-2 State Director of Vocational Education.

The State Director of Vocational Education (whose title may later become Assistant Superintendent for Vocational Education) will be responsible to the State Superintendent of Public Instruction for the promotion, administration, direction, supervision and evaluation of all phases of the state's vocational education program.

A. Duties.

The duties of the State Director shall include the following:

1. To act as the administrative officer of the Division of Vocational Education in the Office of the Superintendent of Public Instruction.
2. To recommend policies and procedures regarding the administration of vocational education to the State Superintendent of Public Instruction.
3. To prepare and recommend an annual budget for the use of state and federal funds for vocational education.
4. To make recommendations to the State Superintendent of Public Instruction as to the approval or disapproval of schools, programs and courses for reimbursement.
5. To apprise the State Superintendent of Public Instruction of the receipts and disbursements of federal and state funds for vocational education.
6. To be responsible for the preparation, implementation and administration of State Plans for Vocational Education in conformity with the requirements of federal and state acts for vocational education.
7. To direct and coordinate the duties of the supervisors of the various service areas of vocational education, as well as the activities of professional and non-professional members of the staff in the Division of Vocational Education.
8. To be responsible for periodic evaluation of vocational education programs.
9. To direct promotional programs and to disseminate information pertaining to the improvement of vocational education in the state and the nation.
10. To attend conferences and other kinds of vocational education meetings outside the state when authorized to do so by the State Superintendent of Public Instruction.

11. To carry out such other duties relating to vocational education as he may be directed by the State Superintendent of Public Instruction.

B. Qualifications.

The State Director of Vocational Education shall hold at least a Master's degree from an accredited college or university and shall have had at least three (3) years of experience as a teacher and/or coordinator and/or supervisor and/or director in an approved program of vocational education.

1.31-3 Assistant State Director of Vocational Education.

A. Duties.

The duties of the Assistant State Director of Vocational Education will include, as assigned, any of the duties of the State Director relating to the total vocational education program or any phase thereof.

B. Qualifications.

He shall hold at least a Master's degree from an accredited college or university and shall have at least three (3) years of experience as a teacher and/or coordinator and/or supervisor and/or director in an approved program of vocational education.

1.31-4 State Supervisor.

A. Duties.

He shall be responsible for carrying out assignments made by the State Director which relate to the total vocational education program including, but not limited to, program promotion, supervision, development, improvement and evaluation; teacher education; research; reporting on vocational education programs and sponsorship of youth groups associated with the particular vocational service to which he is assigned.

B. Qualifications.

He shall hold at least a Bachelor's degree from an accredited college or university with a major in the particular vocational service to which he is assigned. In addition, he shall have had not less than three (3) years of experience as a teacher and/or supervisor and/or director of a recognized vocational education program of the particular vocational service to which he is assigned.

1.31-5 Assistant State Supervisor(s).

A. Duties.

He shall be responsible to the State Supervisor for the supervision of programs and/or program development in the state in the specific area or areas of vocational education programs and/or youth programs as assigned by the State Director.

B. Qualifications.

He shall hold at least a Bachelor's degree from an accredited college or university in the vocational service to which he is assigned. In addition, he shall have had not less than three (3) years of experience as a teacher and/or supervisor and/or director of an approved vocational education program.

1.31-6 Consultant(s).

A. Duties.

He shall be responsible for carrying out assignments as made by the State Director which relate to program development, research, evaluation and other State Plan functions.

B. Qualifications.

1. Experience.

He shall have had sufficient experience in and knowledge of the assigned area of work so as to assure the successful performance of duties as set forth in any negotiated agreement.

2. Education.

He shall have the educational background to enable him to fulfill a particular agreement.

1.31-7 Special Provisions.

Requirements listed in 1.31-2 through 1.31-6 and 1.32-1 and 1.32-2 may be waived if it is determined that a person has equivalent or comparable experience and/or education for the position to be filled.

1.32 Local Administrative and Supervisory Personnel.

Local school administrators will have the responsibility for the conduct and administration of vocational education programs within their jurisdiction. They shall have valid Montana teaching and/or administrative certificates for the position that they hold.

1.32-1 Local Director.

A. Qualifications.

The local director of vocational education shall be required to hold a valid teaching and/or administrative certificate as set forth by state law and regulations. In addition, he shall have had at least two (2) years of successful teaching, supervisory or administrative experience, or a combination thereof, in the field of vocational education. Administrators, whose qualifications vary from the above, may be qualified by the State Board upon the recommendation of the State Superintendent of Public Instruction.

1.32-2 Local Supervisor (or equivalent position).

A. Qualifications.

1. Experience.

Two (2) years of successful teaching experience in the vocational education field in which he is to serve as a supervisor.

2. Education.

He shall meet the minimum qualifications for certification in the particular vocational education field in which he accepts assignment.

1.32-3 Consultant.

A. Qualifications.

1. He shall have sufficient experience in and knowledge of the assigned area of work so as to assure the successful performance of duties as determined by the chief administrator and by the governing board of the local school district.
2. He shall have an educational background which the chief administrator and the governing board of the school district determine is adequate to enable him to fulfill his assignment(s).

1.33 Public Schools Instructional Personnel.

1.33-1 Instructors.

A. Experience.

2 year
A teacher of secondary students (grades 7-12) shall have had at least 4,000 hours recent work experience in the occupation or combination of occupations related to the specific field in which he is to teach, except in the case of trade, industrial and technical education teachers who must have at least 12,000 hours of recent work experience or apprenticeship training or a combination of work experience and apprenticeship training equal to 12,000 hours.
6 year

A teacher of post-secondary and adult students shall have had at least 4,000 hours of recent work experience related to the specific field in which he is to teach, except in the case of trade, industrial and technical education teachers who must have at least 12,000 hours of work experience or apprenticeship training or a combination of work experience and apprenticeship training equal to 12,000 hours of work experience.

B. Education.

1. A teacher of secondary students (grades 7-12) shall hold a valid teaching certificate with proper endorsement, when required, in the specific field of his specialty.

A teacher of post-secondary and adult students shall meet the minimum requirements as set forth in the certification requirements to be adopted by the State Board.

2. A teacher whose preparation varies from the requirements cited above may be approved by the State Board upon recommendation of the State Superintendent of Public Instruction.
3. In programs where state licensure or certification by an appropriate national and/or state group requires special teaching standards, the teacher will at least meet minimum standards of licensure, certification or endorsement in the area of instruction to which assigned.

1.33-2 Instructional Aide.

An instructional aide, as defined by the State Superintendent of Public Instruction, is a person who is usually non-certificated and is employed by a school district to assist in instructional areas under the supervision of certificated personnel. This definition does not apply to organized programs which provide special opportunities for high school students to obtain experience while assisting teachers.

A. Duties.

Instructional aides shall be responsible for supervising and/or other certificated personnel in carrying out the following functions:

1. Assisting with such duties regarding the promotion, implementation, operation and evaluation of vocational education programs as may be adequately performed by non-certificated personnel.
2. Assisting personnel of supporting services to cooperatively promote and enhance vocational education programs.
3. Assisting the certificated teacher in securing and setting up audiovisual equipment, library materials and any other material which may be used by the teacher in conducting a class.
4. Assisting the certificated teacher in many of the routine duties such as paper grading, financial matters, filing, record keeping, lunch duties, attendance, typing, checking out books, duplicating materials and ordering and obtaining supplies and materials.
5. Assisting in carrying out such duties not requiring the training or judgment of professional personnel.

B. Qualifications.

1. Experience.

He shall have had a minimum of successful experiences necessary to perform satisfactorily tasks as assigned.

2. Education.

He shall have at least a high school diploma, G.E.D. certificate, or an adequate background of education to enable him to carry out, under supervision, the objectives of the training program.

1.33-3 Teachers of Related Subjects.

A. Qualifications.

1. Experience.

Such teacher shall meet the qualifications of teachers of technical specialty courses or academically related courses and shall have a minimum of 15 quarter hours of approved college credits in each related subject he teaches.

2. Education.

He shall have a background of education adequate to enable him to carry out, under supervision, the objectives of the training program.

1.33-4 Cooperative Vocational Education Teacher Coordinators.

A. Qualifications.

1. Experience.

Such coordinator shall have had at least two years of occupational experience at wage-earning pursuits other than the professions.

2. Education.

He shall hold a valid Montana certificate and shall have earned a minimum of fifteen (15) quarter credits in vocational education, including administration of cooperative education and coordinating practices.

1.34 Program Planning and Evaluation Personnel.

Personnel from the Division of Vocational Education shall obtain, review and evaluate various data available from all sources within the state and will provide necessary planning and evaluative data to the State Director. They will also assist local personnel in determining types of data needed and techniques of obtaining data for state use. Such persons will have an understanding of the philosophy and objectives of vocational education and shall hold a Bachelor's degree or, in lieu thereof, have such other qualifying educational and background experience as the State Superintendent of Public Instruction may require.

1.35 Other Ancillary Service Personnel.

1.35-1 State Director of Guidance and Counseling.

A. Duties.

He shall be responsible for the overall direction of vocational guidance and counseling including, but not limited to, development, procurement and distribution of occupational information to local educational agencies; supervisory activities; program development, improvement, evaluation, expansion, research and interpretation; counselor training; and cooperation with all applicable services to promote vocational guidance.

B. Qualifications.

1. Experience.

He shall have a minimum of three (3) years of successful experience as a counselor and three (3) years of administrative or supervisory experience or a combination thereof.

2. Education.

He shall hold a valid Montana counselor's certificate or a certificate with an endorsement in counseling and shall have earned a minimum of nine (9) quarter hours in applicable vocational education courses as may be required by state certification standards approved by the State Board.

1.35-2 Assistant State Director of Guidance and Counseling.

A. Duties.

He shall be responsible to the State Director of Guidance and Counseling, assisting as required, in all vocational guidance activities under direction of the State Director of Guidance and Counseling and in cooperation with the Division of Vocational Education.

B. Qualifications.

1. Experience.

He shall have a minimum of three (3) years of successful experience at wage-earning pursuits other than the professions and a minimum of three (3) years of successful experience as a vocational counselor or a three (3) year combination thereof.

2. Education.

He shall hold a valid Montana counselor's certificate or a certificate with an endorsement in counseling and shall have earned a minimum of nine (9) quarter hours in applicable vocational education courses as may be required by state certification standards approved by the State Board.

1.35-3 Vocational Counselor(s).

A. Qualifications.

1. Experience.

He shall have a minimum of two years of occupational experience at wage-earning pursuits other than the professions.

2. Education.

He shall hold a valid Montana counselor's certificate or a certificate with an endorsement in counseling and shall have earned a minimum of fifteen (15) quarter credits in guidance and counseling of which six (6) quarter credits must be in vocational guidance.

1.35-4 Teacher Education Personnel.

A. Qualifications.

1. Experience.

He shall have had a minimum of three (3) years of successful vocational teaching experience and shall meet the State Plan requirements for a teacher's certificate in one or more vocational fields in the State Plan. When the State Board determines that special experiences and education are the equivalent of the above requirements, these requirements may be waived.

2. Education.

He shall have a Master's degree from a teacher education institution approved by the State Board and in the particular field of vocational education to be served.

1.35-5 Supervising Teacher.

A. Qualifications.

He shall be a fully qualified and certificated vocational instructor under the provisions of the State Plan and in the field in which he is to serve as a supervising teacher and shall have had a minimum of three (3) years of successful teaching experience in the specific vocational education field.

1.35-6 Supporting Staff.

A. Duties.

Personnel may be added to the teacher education staff when the educational institution and the State Board agree as to the need. Such personnel may include, but are not limited to, specialists in curriculum development, visual aids, subject matter, and related subjects, as well as any other personnel deemed necessary.

B. Qualifications.

Such persons shall possess adequate education and experience to satisfy the employing institution and the State Board that they can function effectively in the positions for which employed.

1.35-7 Research Personnel.

1.35-71 Director (Research Coordinating Unit).

A. Duties.

He shall be responsible to the State Superintendent of Public Instruction for the overall program of designing, conducting and coordinating all phases of research and training and all experimental, developmental and pilot programs to meet the vocational education needs of youth and adults.

He shall be responsible for coordinating research efforts with other organizations, groups or agencies which may have an influence on the vocational education program in the state and shall supervise the dissemination of the results of such research activity.

B. Qualifications.

1. Experience.

He shall have at least three (3) years of experience conducting educational research related to vocational education.

2. Education.

He shall be qualified to teach in at least one vocational education field or shall be a qualified counselor or shall have had special training and experience in research methods.

1.35-72 Research Coordinator (Research Coordinating Unit).

A. Duties.

He shall be responsible to the Director of the Research Coordinating Unit to aid in designing, conducting and coordinating vocational education research studies and experimental, developmental and pilot programs.

B. Qualifications.

1. Experience.

He shall have experience in conducting educational research and/or other research related to vocational education.

2. Education.

He shall have specialized training and experience in research methods which are reasonable in relation to the duties to be performed and as determined necessary by the State Superintendent of Public Instruction.

1.35-8 Curriculum Personnel.

1.35-81 State Supervisor.

A. Duties.

He shall be responsible to the State Director of Vocational Education for developing curricula appropriate to any given area of vocational education instruction and shall cooperate with vocational education personnel experienced and knowledgeable in the area being developed.

B. Qualifications.

1. Experience.

He shall have had a minimum of three (3) years of successful experience developing and writing curricula in a local school system, college or university; in an educational branch of business or industry; in one of the armed services or have other curricula development experience which is appropriate.

2. Education.

He shall hold at least a Bachelor's degree in one of the vocational education services and have had special courses in curricula development.

1.36 Other Personnel.

1.36-1 Professional.

A. Duties.

Professional personnel shall be responsible for such areas of vocational education work as may be recommended by the State Superintendent of Public Instruction and approved by the State Board for which provisions have not been made in 1.31 through 1.35 of this State Plan.

B. Experience and Education.

Such personnel shall have had adequate experience and education to meet the requirements of the position(s) and to assure successful performance of the duties as determined by the State Superintendent of Public Instruction.

1.36-2 Classified Services.

A. Duties.

Such personnel shall be responsible to the appropriate director or supervisor for assigned secretarial, clerical, fiscal, statistical or other services to be performed.

1.4 Professional Improvement.

1.41 Improvement of Qualifications of Personnel.

- A. Educational and sabbatical leave for the purpose of improving professional and personnel qualifications of state staff may be made available as determined by the State Superintendent of Public Instruction.
- B. Planned programs for preservice and inservice teacher education shall be provided by the State Board through appropriate teacher training institutions or other agencies as approved by the State Board.

- C. Courses for teacher aides will be offered through designated teacher training institutions or other agencies as approved by the State Board and as the need arises.
- D. The State Board, through the Office of the Superintendent of Public Instruction or by written contract, with other agencies or institutions, may produce and disseminate instructional and other materials essential to the development or improvement of vocational education personnel at the state and/or local level.
- E. An annual evaluation of all professional improvement programs will be conducted by the State Board.

1.42 Review and Modification of Personnel Qualification Standards.

The State Board, through the Office of the Superintendent of Public Instruction, will conduct an annual review of personnel qualification standards and shall effect modifications of standards as changing objectives of vocational education require that such is necessary.

1.5 Program Evaluation.

The State Board shall be responsible for assuring that state and local programs, services and activities carried out under the State Plan will be periodically evaluated with sufficient extensiveness and frequency to enable the State Board to effectively carry out its functions under the State Plan and to fulfill the purposes of the act. (See 2.42 of Part III of this plan.)

Local educational agencies will make an annual evaluation of the quality and effectiveness of each program under their direction, utilizing educationally and occupationally acceptable evaluative instruments in accordance with state policy, state educational and employment standards and the State Plan. Evaluations will be conducted to determine the extent to which programs, services and activities continue to be:

- A. Realistic in the light of actual or reliably anticipated opportunities for gainful employment.

- B. Suited to the needs, interests and abilities of students to benefit from programs in which they are enrolled in terms of acquiring the knowledge and skills necessary for making informed and meaningful occupational choices; for enrolling in advanced technical education programs; and for gaining entry employment in the occupations for which they have been trained.

- C. Effective with regard to the placement and successful employment of students in the occupations for which they were trained or in closely related occupations. Local educational agencies will maintain educational, personnel and follow-up records on all students enrolled in each program regarding the placement and employment of students, number entering college instead of employment and other follow-up information.

The Division of Vocational Education, under the direction of the State Superintendent of Public Instruction, will utilize the Research Coordinating Unit to plan, implement and conduct an extensive statewide plan of evaluation and follow-up studies. This retrieval and dissemination system is designed to gain information regarding student entry in a vocational education program, student exit from such a program and student follow-up studies regarding the success of such students on a six month, one year, three year and five year basis. Utilizing instruments developed by the Research Coordinating Unit, data will be gathered from local educational agencies conducting vocational education programs. Upon retrieval, information will be placed on data cards compatible with computer processing. These data cards will be placed in a vocational education data bank for use in making evaluations and interpretations which may be used to develop more meaningful programs to meet the needs of all population groups.

The instrument which will be used to gather student entry information is designed to collect personal, educational and occupational experience background data. Student exit data will include personal, educational progress and educational status information. The instrument which will be used to gain information from a student six months after exit from a program will include information regarding student progress on the job, student evaluation of the educational program from which he graduated and student evaluation regarding the relevancy of the curriculum pursued in terms of employment success.

Through this system of follow-up and evaluation, data will be used to isolate and define job opportunities of the state and region. Curriculum development based on job analysis will be more realistic in meeting human employment needs. Studies of this nature will also be used to make evaluations of the efficacy of training programs.

1.6 State Reports.

The State Board will, through the Office of the Superintendent of Public Instruction, complete and submit to the Commissioner all required federal reports. Such reports will be completed using the guidelines and forms provided by the U. S. Office of Education.

The State Board will afford proper access to all state reports pertaining to vocational education and will comply with any other provisions necessary to assure correctness and verification of such reports.

1.7 Cooperative Arrangements.

1.71 State Employment Service.

- A. The Montana Employment Security Commission and local employment service offices shall make available to the State Board and to local educational agencies occupational information regarding reasonable prospects of employment, both present and future, in communities of the state, regions and elsewhere where applicable.
- B. Employment and occupational information from said agencies will be considered by the State Board and local educational agencies in providing guidance and counseling to students and prospective students in determining occupations for which persons are to be trained and will be used as a factor in determining the content, number and location of courses to be offered.
- C. The State Board and local educational agencies will make available to the State Employment Service occupational qualifications of persons leaving or completing vocational education courses or schools. This information shall be considered by such offices in occupational guidance and in the job placement of such persons.

- D. The State Board and local vocational education agencies shall develop, secure and disseminate vocational and occupational education information to local and state planners, state and local guidance and counseling services and employment service agencies.
- E. The State Board shall periodically evaluate its cooperative agreement with the Montana Employment Security Commission relative to state and local vocational education programs, services and activities in light of information regarding current and projected manpower needs and job opportunities on the local, state and national levels. (See 1.71 of Appendix II.)

1.72 Handicapped Persons.

The State Board will enter into cooperative agreements with the State Department of Public Welfare, Bureau of Indian Affairs, community action agencies and any other such appropriate agencies to provide special vocational education programs for handicapped persons. Agreements have been made with the Division of Vocational Rehabilitation. The special education office is a part of the Division of Instructional Services under the Office of the Superintendent of Public Instruction. This office carries out its functions regarding special education services, including those relating to persons in vocational education programs, under the direction of the State Superintendent of Public Instruction as a regular assigned responsibility and without written agreement. (See 1.72 of Appendix II.)

1.73 Other Agencies, Organizations and Institutions.

- A. The State Board, while in the process of developing vocational education programs, services and activities, may enter into cooperative agreements with such agencies, organizations and institutions concerned with manpower needs and job opportunities as institutions of higher education, model cities, business, labor, community action organizations, state and local vocational rehabilitation agencies, special educational agencies, public health agencies and private organizations.
- B. Plans for implementing cooperative agreements with the agencies, organizations and institutions shall be done by written agreement and said agreement may include, but is not limited to, the following:

1. The educational facilities available for occupational education.
 2. Opportunities for employment and other information needed for occupational guidance and placement of such persons.
- C. The State Director of Vocational Education may delegate to members of his staff the responsibility of investigating and analyzing the necessity and feasibility of entering into cooperative agreements with these and other organizations, agencies and institutions.
- D. The State Board shall periodically evaluate their cooperative agreements with agencies, organizations and institutions relative to state and local vocational education programs, services and activities in light of information regarding current and projected manpower needs and job opportunities, particularly new and emerging needs and opportunities on the local, state and national levels.
- E. Copies of such cooperative agreements between agencies, organizations, or institutions will be forwarded by the State Board to the U. S. Office of Education for filing with the State Plan at such time as such agreements are entered into.

1.74 Other States.

- A. The State Board may enter into cooperative agreements with one or more other states for the conduct and administration of vocational education programs, services and activities under the State Plan. Any contractual, cooperative agreements entered into shall conform to all laws, rules and regulations of all participating states as they pertain to the proposed State Plan and agreement.
- B. Copies of said cooperative agreements will be forwarded by the State Board to the U. S. Office of Education for filing with the State Plan.
- C. The State Board shall periodically evaluate the cooperative agreements with other states relative to state and local vocational education programs, services and activities in light of information regarding current and projected manpower needs and job opportunities, particularly new and emerging needs and opportunities on the local, state and national levels.

1.8 Vocational Education Under Contract.

The State Board may contract with private institutions or agencies where the State Board has determined that such organizations can provide education and training at a lesser cost or can provide equipment or services not available in public agencies. Policies and procedures governing such contracts shall assure that the following requirements are met:

- A. That each contract be in writing.
- B. That the contract incorporate the applicable standards and requirements contained in the State Plan and prescribed by the State Board.
- C. That each contract be in accordance with state and local laws.
- D. That the instruction under contract be conducted as a part of the state and local program under the supervision of the State Board.
- E. That the contract constitute a reasonable and prudent use of funds available under the State Plan.
- F. That each contract include an assurance that all funds paid to a contracting agency or institution will be used only to lower the rate of or eliminate tuition, fees and other charges that would otherwise be collected from the parties concerned.
- G. That such contracts be reviewed at least annually.

1.81 Private Post-Secondary Vocational Training Institutions.

The State Board may contract with private post-secondary vocational training institutions to provide vocational education training not otherwise available at a lesser cost to public agencies provided that policies and procedures governing such contracts shall be such as to assure that the requirements set forth in 1.8 are met.

1.82 Other Agencies and Institutions.

The State Board may contract with other agencies and institutions such as, but not limited to, schools of higher education to provide vocational education where such agencies and institutions can make significant contributions toward attaining the objectives of the State Plan and can provide substantially equivalent training at a lesser cost or can provide equipment or services not available in public institutions.

1.9 Construction Requirements of Designated Post-Secondary Vocational-Technical Education Centers.

In prescribing terms and conditions for approval of construction projects entailing federal financial participation, the State Board shall require the following assurances, taking legal action to assure compliance if such is deemed necessary:

1.91 Labor Standards.

That all laborers and mechanics employed by contractors and subcontractors on all construction projects assisted under the act will be paid wages at a rate not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended, (40 U.S.C. 276a-276a-5) and 29 CFR Part 1 (29 F.R. 95) and shall receive overtime compensation in accordance with and subject to the provisions of the Contract Work Hours Standards Act (40 U.S.C. 327-332) that such contractors and subcontractors shall comply with the provisions of 29 CFR Part 3 (29 F.R. 97) and that all construction contracts and subcontracts shall incorporate the contract clauses required by 29 CFR §5.5(a) and (c) (29 F.R. 100, 101, 13463).

1.92 Equal Employment Opportunity.

That all construction contracts exceeding ten thousand dollars (\$10,000) shall include the employment non-discrimination clause prescribed by section 203 of Executive Order No. 11246 of September 24, 1965 (30 F.R. 12319), and the State Board or local educational agency shall otherwise comply with the requirements of section 301 of said Executive Order.

1.93 Avoidance of Flood Hazards.

That the State Board and the local educational agency shall evaluate flood hazards in connection with school facilities planning and, as far as practicable, avoid the uneconomical, hazardous or unnecessary use of flood plains in connection with such construction in accordance with provisions of Executive Order No. 11296 of August 10, 1966 (31 F.R. 10663).

1.94 Accessibility to Handicapped Persons.

That the State Board and the local educational agency shall, to the extent appropriate in view of the uses to be made of the facilities, meet the minimum standards contained in the "American Standard Specifications for Making Buildings and Facilities Accessible To, and Usable By, the Physically Handicapped," approved by the American Standard Association, Inc., and will comply with appropriate sections of "Building Standards of the University of Illinois Rehabilitation Center" and "Occupancy Guide," Department of Veterans Benefits, Regional Office, Veteran's Administration, and other pertinent standards prescribed by the Secretary of Health, Education and Welfare and state agencies regarding school construction.

1.95 Competitive Bidding.

That all construction contracts shall be awarded to the lowest qualified bidder on the basis of open competitive bidding, except that if one or more items of construction are covered by an established alternative procedure which complies with the state and local laws and regulations and which will assure construction in an economical manner consistent with sound business practice, they may be awarded under procedures prescribed by Montana laws. (See 1.95 of Legal Appendix.)

1.95-1 Review and Approval of Construction Proposals.

All construction proposals and applications will be reviewed and acted upon by the State Board. Physical inspections of facilities shall be made during and upon completion of construction.

1.95-2 Discontinuance or Diversion of Vocational Education Programs.

Whenever state designated post-secondary vocational-technical education center facilities or residential vocational education school facilities for which federal funds have been expended are sold or are no longer used for a purpose permitted under the act, the federal government shall be credited with its proportionate share of the depreciated value of such facilities. The value of such property shall be determined according to the appraised market value in case of discontinuance of use or diversion for use other than for vocational education.

1.10A Effective Use of Results of Program and Experience.

The State Board will assure that effective use will be made of the results of experience gained in conducting programs and projects assisted under parts C, Research and Training in Vocational Education; D, Exemplary Programs and Projects; E, Residential Vocational Education; F, Consumer and Homemaking Education; G, Cooperative Vocational Education Programs; H, Work-Study Programs for Vocational Education Students; and I, Curriculum Development in Vocational and Technical Education of the act.

- A. The State Board, through the staff of the Office of the Superintendent of Public Instruction, will gather and disseminate information about programs and projects assisted under parts C through I of the act. Information will be gathered through local agency applications, questionnaires, meetings, visitations, follow-up studies and evaluation. Dissemination will be through the press, radio, television, printed materials, reports, public hearings, conferences and other meetings.
- B. Information which is gathered regarding programs and projects assisted under parts C through I of the act will be evaluated to determine its effective use for programs under all parts of the act. Information and experiences of programs which have been gained will be reviewed by the staffs of the Research Coordinating Unit and the Division of Vocational Education and recommendations will be made to the State Board, through the Office of the Superintendent of Public Instruction, regarding its efficient total use.

- C. The director of vocational education will conduct inservice training programs for persons responsible for gathering and disseminating information. Inservice and preservice sessions will also be conducted for personnel who may be responsible for developing new programs. Inservice training for the purpose of informing personnel regarding programs and projects under these parts of the act will be for state staff, local educational agency teacher staffs, local educational agency administrative and supervisory staffs, business and industry personnel, labor personnel and any other groups which play a cooperative role in meeting vocational education objectives.
- D. The State Board will assure that other activities which produce acceptance and implementation of change and new directions in vocational education will be carried out. Informative meetings designed to orient individuals and various population groups will be held throughout the state under the sponsorship of the State Board and through the Office of the Superintendent of Public Instruction. Conferences will be held with educational administrative groups, educational teacher groups, business and industry groups, agricultural organizations, service organizations, Montana Vocational Association, youth organizations, minority groups, womens' organizations, Montana Education Association, depressed area representatives, representatives of the handicapped, disadvantaged and unemployed and any other interested groups.

1.10B Opportunity for Hearings on Local Applications.

- A. In compliance with the provisions of Section 123(a) (13) of the Vocational Education Amendments of 1968, there is hereby provided a procedure for any local educational agency dissatisfied with final action with respect to an application for federal funds for vocational education. For the purposes of conducting such hearings, a quorum consisting of at least six (6) members of the State Board shall be present. The State Superintendent of Public Instruction is required to be among the six (6) members present. If the Attorney General is not present, then an attorney who is a member of the Attorney General's staff shall be present to advise the State Board on matters of law and procedure. However, such staff attorney shall not be counted as a member of the State Board for meeting quorum requirements and shall not have a vote with regard to State Board action based on the hearing.
- B. When the initial decision has been made with regard to the action to be taken on any application, the State Superintendent of Public Instruction will promptly notify the applicant in writing of the action taken. If the action is other than favorable, the applicant may, within twenty (20) days after receipt of said notice, submit a written petition to the State Superintendent of Public Instruction requesting a hearing on his application. The petition must specifically set forth:
1. The matters of fact and law upon which petitioner bases his assertion that the action taken on his application should not be made final.
 2. A list of exhibits which petitioner intends to introduce at the hearing.
 3. A list of witnesses whose testimony will be introduced.

- C. Within ten (10) days after receipt of the petition, the State Superintendent of Public Instruction will notify the petitioner of the time and date on which the hearing will be held. The petitioner may request the State Board to change the original date set for the hearing only if petitioner files an affidavit stating that holding the hearing on the original date would result in an unreasonable hardship, and further specifying the reasons why it would result in such hardship. Dilatory tactics on the part of the petitioner will result in a loss of the right to a hearing. All hearings will be held in Helena, Montana.

- D. The State Board shall convene at the time and place set for the hearing. The members of the State Board shall have authority to:
 - 1. Rule upon offers of proof and receive relevant evidence.
 - 2. Regulate the course of the hearing.
 - 3. Dispose of procedural requests or similar matters.
 - 4. Reach final decisions on applications.

- E. The proponent of a rule of order shall have the burden of proof. Any oral or documentary evidence may be received, but the State Board shall, as a matter of policy, provide for the exclusion of irrelevant, immaterial, or unduly repetitious evidence and no sanction shall be imposed or rule or order be issued except upon consideration of the whole record or such portions thereof as may be cited by any party and as supported by and in accordance with the reliable, probative and substantial evidence. Every party shall have the right to present his case or defense by oral or documentary evidence, to submit rebuttal evidence, and to conduct such cross-examination as may be required for a full and true disclosure of the facts. In order that a full and complete record will be produced, the State Board may also introduce exhibits and testimony and it shall have the right to cross-examine witnesses.

- F. The transcript of testimony and exhibits, together with all papers and requests filed in the proceeding, shall constitute the exclusive record for decision and, upon payment of prescribed costs, shall be made available to the party requesting it.

- G. Prior to the hearing, the petitioner shall submit for the consideration of the State Board (a) proposed findings and conclusions, or (b) exceptions to the initial decision made with regard to petitioner's application, and (c) supporting reasons for such exceptions or proposed findings or conclusions. The record shall show the ruling upon such finding, conclusion, or exception presented. All decisions rendered pursuant to the hearing shall become a part of the record and include a statement of (a) findings and conclusions, as well as the reasons or basis therefore, upon all the material issues of fact, law or discretion presented on the record, and (b) the appropriate relief or denial thereof.
- H. Any person or party appearing before the State Board shall be accorded the right to be accompanied, represented, and advised by counsel. Nothing herein shall be construed either to grant or to deny to any person who is not a licensed, qualified attorney the right to appear for or represent others before the said State Board. Further, nothing herein shall be construed as obligating the said State Board to provide counsel for any petitioner or party appearing before it requiring such representation. Counsel must be obtained at the expense of the party.
- I. If any local educational agency is dissatisfied with the final action of the State Board with respect to approval of an application by such local educational agency for a grant pursuant to this act, such local educational agency may, within sixty (60) days after such final action or notice thereof, whichever is later, file with the United States Court of Appeals for the circuit in which the state is located a petition for review of that action.

1.10C Economically Depressed Areas or High Unemployment Areas.

In determining which areas and communities of the State are "economically depressed areas," "economically depressed communities," or "areas of high unemployment," the State Board will rely upon the determinations made by the Secretary of Commerce of areas eligible for designation as "redevelopment areas" pursuant to section 401 of the Public Works and Economic Development Act of 1965 (42 U.S.C. 3161).

If the State Board determines that the use of such determinations by the Secretary of Commerce is impractical or undesirable, either because the areas so designated are too large in size or too few in number, the State Board may designate such other areas or communities of smaller size (such as school districts, school attendance areas therein, urban renewal areas, or model city areas) which, on the basis of the most recent information available, meet either the following criteria or more stringent criteria as it may deem necessary:

- A. The current rate of unemployment is at least 6%; or
- B. The median family income in the area is not more than 40% of the national median.
- C. Other valid and appropriate indices of economic depression.

The sources of information regarding unemployment rates, median family income and other indices of economic depression include the Montana Employment Security Commission, urban renewal, labor, management, model city and other state and federal agencies carrying out statistical research and analysis regarding economic depression. Information used for designation of such areas will be the most recent available and will be updated at least annually.

1.10D Areas of High Youth Unemployment or School Dropouts.

A. Definitions.

"Youth unemployment" refers to unemployed persons sixteen (16) to and including twenty (20) years of age.

"School dropout" refers to a student who leaves an elementary or secondary school for any reason, except death, before graduation from secondary school or before the completion of a program of studies and without transferring to another school.

B. Designation of Areas.

The State Board shall designate areas of the state (including local school districts or school attendance areas therein, urban renewal areas, or model city areas) as areas of "high concentration of youth unemployment and school dropouts" on the basis of the most recent statistical information made available, provided that such information is certified by an authorized official of recognized authority in such agencies as the Department of Planning and Economic Development, the Montana Employment Security Commission, the Office of the Superintendent of Public Instruction, or local agencies stating that the areas being considered meet the definition and criteria for such designation. Such supporting information shall be compared with reports of the following:

1. Employment data compiled and released at state and local levels by the Montana Employment Security Commission.
2. The Biennial Report of the Superintendent of Public Instruction compiled by the Office of the Superintendent of Public Instruction.
3. Data compiled by local private and public school districts.
4. Data compiled by other appropriate local, state and federal agencies.

The State Board shall designate as "areas of high concentration of youth unemployment or school dropouts" those which meet the following criteria (or more strict criteria as it may deem appropriate):

1. The current rate of youth unemployment is at least 12% or a minimum number of twenty-five (25) such persons are identified as needing vocational education in the area to be served.
2. The current school dropout rate is in excess of the overall state dropout rate or a minimum number of twenty-five (25) such persons are identified as needing vocational education in the area to be served.

C. Dropout Rates.

An individual will be considered a dropout according to the definition in 1.10D, A, above, and whether his exit from a school program occurs during or between regular school terms, before or after he has passed the compulsory school attendance age of sixteen (16) years of age and, where applicable, whether or not he has acquired the skills and gained the knowledge for entry employment. The number of dropouts will be computed on the basis of the above criteria for local school districts as well as on a statewide basis.

D. Youth Unemployment Rates.

Youth unemployment will be computed on the basis of the number of youth, sixteen (16) through twenty (20) years of age, who are unemployed in a given geographic area such as a county, city, school district or attendance area therein or any other identifiable area of the state.

E. Sources and Recency of Information.

Sources of information will be those outlined in 1.10D, B, above. The State Board will use the most recent information available and will update such information annually or whenever practical.

2.0 Fiscal Control and Fund Accounting Procedures.

2.1 Custody of Federal Funds.

The treasurer of the State of Montana is authorized, by state law, to receive and provide custody for federal and state funds designated, appropriated, or allocated for the purposes of vocational education. (See 2.1 of the Legal Appendix.)

2.2 Expenditure of Federal and State Funds.

The State Board, with the State Superintendent of Public Instruction as Executive Officer for Vocational Education, is the state agency designated by law to authorize expenditures of federal and state funds for vocational education. (See 2.2 of the Legal Appendix.)

2.3 Allotment Availability.

2.31 Programs and Services.

Federal funds allotted to the State Board under the act for each fiscal year shall be available for use by the State Board and local educational agencies only during the same fiscal year, except that the following allotments shall also be available for use during the succeeding fiscal years:

A. Transferred Funds.

Federal funds allotted to the State Board from funds appropriated under Section 102(a) of the act for each fiscal year for the purposes of Parts B and C of the act, and which are either transferred to or combined with allotments to the state for the same fiscal year, pursuant to Section 102.156 of Federal Rules and Regulations. (See 2.31(A) of Appendix III.)

B. Reallotated Funds.

Federal funds allotted to the State Board from funds appropriated under Section 102(b) of the act from each fiscal year for vocational education for the disadvantaged and which are reallotted from other states pursuant to Section 102.157 of Federal Rules and Regulations. (See 2.31(B) of Appendix III.)

C. Federal funds allotted to the State Board under Part D of the act.

2.31-1 Expenditures.

- A. The fiscal year for state purposes shall commence on the first (1st) day of July of each year and end on the last (30th) day of June of each year. The budget allotment period is one year in duration.
1. The expenditure of supervisory and administrative funds at the state level is on an annual obligation basis. All expenditures not made under a purchase order (encumbered funds) are on a cash basis.
 2. Expenditures made under a purchase order are on an obligation basis since Section 59-701.1, R.C.M., 1947, as amended, provides that unencumbered funds will be reappropriated for expenditure the following year. (See 2.31-1 of the Legal Appendix.)
 3. Local school district expenditures are on a cash basis with the exception of construction in progress expenditures, since Sections 75-1721, R.C.M., 1947, as amended, and 75-4526, R.C.M., 1947, as amended, provide for the lapse of appropriations on July 20. Expenditures covered in this section will be chargeable to that fiscal year's allotment in which the obligation was incurred. (See 2.31-1 of the Legal Appendix.)
- B. It is estimated that some personnel will be working on programs under this plan and on other programs for the State Superintendent of Public Instruction where the same individual is performing other functions. Costs will be prorated according to the function performed. The basis for such proration will be determined and established by the operating budget of the State Superintendent of Public Instruction. (See 2.31-1 of Appendix V.)

The proration of costs will be done by function activity as assigned by the State Superintendent of Public Instruction by memorandum in advance of the activity or as reported by the individual on an after-the-fact basis. Staff services and other internal supporting program function charges will be prorated on the basis of personnel serviced. Equipment, supplies and travel will be charged on an actual use basis, with the exception of those costs applicable to staff services and other required internal supporting program functions. (See 2.31-1(B) of Appendix V.)

2.32 Construction.

The State Board, with the State Superintendent of Public Instruction as the Executive Officer, is the agency designated by law to authorize expenditures of federal and state funds for the purpose of construction of facilities for the purposes of vocational education. (See 2.32 of the Legal Appendix.)

Approval of the construction project and execution of the contract between the State Board and the local educational agency shall determine the fiscal year to be charged, the state and/or federal funds to be encumbered and the identification of local matching funds.

Project proposals for the construction of residential vocational schools will be reviewed by the State Board to determine whether the size, location and existing facilities justify the establishment of a residential school in accordance with appropriate and legal standards. Priority in the allocation of funds for residential vocational education schools will be given to areas of the state having high concentration of youth unemployment and school dropouts. (See 7.0, Residential Vocational Education Schools.)

Fiscal control and accounting procedures as set forth in 2.4 and 2.5 shall apply to construction contracts. Clearance before final payment on construction contracts shall include:

- A. Inspection of facilities.
- B. Verification of final costs.
- C. Proof of publication of notice of final settlement in the form and manner prescribed by law.

2.4 Fiscal Records.

The official fiscal accounts and documents of the State Board and the Office of the Superintendent of Public Instruction will be maintained by the State Superintendent of Public Instruction, Helena, Montana, as executive officer of the State Board.

2.41 Retention of Records.

The State Board shall provide for keeping accessible and intact all records identified as to individual allotments to which they relate, supporting claims for federal grants or relating to the accountability of the State Board or any local education agency participating under the State Plan for the expenditure of such grants, expenditure of matching funds, and records supporting maintenance of effort and compliance with other requirements of the act, the regulations in this part and the State Plan.

2.42 Time Period.

Records referred to in 2.41 shall be retained (1) for five (5) years after the close of the fiscal year in which the expenditure was made and by the State Board or any participating local educational agency; or (2) until the State Board is notified of the completion of the federal audit, whichever is earlier.

2.43 Questioned Expenditures.

The records involved in any claim or expenditure which have been questioned by the federal auditor shall be maintained until necessary adjustments have been made and the adjustments have been approved by the Commissioner.

2.5 Audits.

2.51 State Audit of State Accounts.

The Legislative Auditor is responsible for the auditing of the accounts of the State Board. Reports of such audits will be available from the State Controller, the State Superintendent of Public Instruction and the Legislative Auditor. (See 2.51 of the Legal Appendix.)

2.52 Audits of Local Accounts.

Fiscal records and documents maintained by local educational agencies and used to support claims for federal participation in vocational education projects approved by the State Board will be audited by the State Examiner. These audits will be made annually and copies of such audits will be maintained in the Office of the Superintendent of Public Instruction. (See 2.52 of the Legal Appendix.)

LIBRARY
FACULTY
GENERAL SERV. ...

3.0 State Vocational Education Programs.

3.1 Allocation of Funds to Part B.

3.10 Purposes.

Federal funds appropriated and allotted to the states for the purpose of Part B of the act shall be used for vocational education programs, services and activities for persons in high school, persons who have completed or left high school and who are available for study in preparation for entering the labor market, persons who already have entered the labor market and need training to achieve stability or advancement in employment, disadvantaged persons and handicapped persons.

Local educational agencies will prepare and submit to the State Board annually, or as the need for training arises, program applications. All local applications will be reviewed by members of the vocational education staff of the Office of the Superintendent of Public Instruction and submitted for consideration by the State Board. An annual and a long-range State Plan will be developed and made available to all persons and local agencies interested in its use. State Plans will be reviewed by the State Advisory Council and participants of a public hearing and will be submitted to the State Board for review and action as required by the act.

In the allocation of funds to local educational agencies, the State Board will consider the relative importance of such factors as economic growth potential, current and projected industrial and business development, job opportunities and available vocational education resources.

3.11 Percentage Requirements.

The State Board will allocate funds within the percentage requirements of the act for programs for disadvantaged persons, handicapped persons, post-secondary vocational education, and consumer and homemaking education, and within the statewide matching requirements except when a waiver of percentage requirements has been obtained. If an expenditure for vocational education falls within more than one of the use categories to which percentage allocation requirements apply, the expenditure may be counted in only one of the use categories for the purpose of meeting the percentage allocation requirements of the act. The State Board will allocate funds within the percentage requirements set forth in Section 102.59 of the Federal Rules and Regulations. (See 3.11 of Appendix III.)

3.12 Identification of Disadvantaged Persons.

"Disadvantaged persons" means persons who have academic, socioeconomic, cultural or other handicaps which prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs and/or related services for them to benefit from a vocational education or consumer and homemaking education program. The term includes persons whose needs for such program and/or service result from poverty, neglect, delinquency or isolation from the community at large for cultural, linguistic or geographical reasons. It does not include physically or mentally handicapped persons. Geographical isolation shall be by the criteria established in Section 75-3617, R.C.M., 1947, as amended. (See 3.12 of the Legal Appendix.)

The State Board and local agencies conducting programs for disadvantaged persons shall utilize qualified personnel and appropriate agencies to identify such persons. Guidance counselors and psychometricians will administer and interpret such tests as the Wechsler Intelligence scale for children, Wechsler Adult Intelligence scale as well as educationally accepted aptitude and vocational interest tests for occupational education placement. Academic achievement tests will also be utilized and cumulative files will be kept by the local educational agency conducting such programs. School attendance records and deviant behavior from accepted social norms as related to family, school and community will be additional identifiers of such persons.

Social data gathered by the Department of Public Welfare on the family constellation will become part of the identifying information. Other local and state agencies working with handicapped persons will be contacted with reference to health records, employment history, economic status, job opportunities, employment requirements and employment demands.

The State Board and local agencies conducting programs for disadvantaged persons shall utilize data and information regarding deprivations relating to the academic, socioeconomic, cultural, neglected, delinquent, linguistic or geographically isolated, from such agencies as the Department of Public Welfare, the Montana Employment Security Commission, state and local Cooperative Area Manpower Planning System committees, Bureau of Indian Affairs and other such local, state and federal agencies. Procedures, criteria and norms for identifying such persons shall be, if appropriate, consistent with those used by the agencies named above.

The State Board, through the Office of the Superintendent of Public Instruction, shall be responsible for identifying such persons and developing recruitment procedures through local school districts for enrollment of such persons in vocational education programs. The Research Coordinating Unit will assist in developing identification procedures and will gather data which may be used for periodic evaluation of such programs to assure that the vocational education needs of such persons are met.

Training for such persons shall not include physically or mentally handicapped persons unless such persons also suffer from the above handicaps.

3.13 Identification of Handicapped Persons.

The term "handicapped" shall refer to those persons who are mentally retarded, hard of hearing, deaf, impaired of speech, impaired of vision, seriously emotionally disturbed, crippled or impaired of health and who, by reason thereof, cannot succeed in a regular vocational or consumer and homemaking education program without special educational assistance or who require modified vocational education programs or services. These handicapped persons will be identified by referral from other agencies, surveys and research.

The State Board and local agencies conducting programs for handicapped persons shall identify such persons by using data available from the Division of Vocational Rehabilitation, state and local Cooperative Area Manpower Planning System committees, the Montana Employment Security Commission, local school testing, diagnostic, guidance and counseling departments, testing and diagnostic clinics, health services and any other appropriate agencies which may provide such information. The State Board, through the Office of the Superintendent of Public Instruction, shall be responsible for identifying such persons and initiating vocational education programs to be conducted by a local school district or agency. The Research Coordinating Unit will assist in developing identification procedures and will gather data which may be used for periodic evaluation of such programs to assure that the vocational education needs of the handicapped are met.

Handicapped persons will be identified by qualified personnel and acceptable agencies through the administration and interpretation of appropriate tests and screening devices as used by vocational rehabilitation and other state and local agencies. Procedures, criteria and norms for identifying such persons shall be, if appropriate, consistent with those used by the agencies named in 3.13 above, as well as those used by professional personnel in the following:

- A. Mentally retarded individuals will be identified by a psychometrician or psychologist who will administer and interpret the Wechsler Intelligence scale for children, the Wechsler Adult Intelligence scale or the Stanford-Benet Individual Mental Test. A score of seventy-five (75) or below on any of the above tests will qualify an individual for placement in a special program for the handicapped.
- B. The acoustically handicapped will be screened and evaluated by audiologists.
- C. Speech pathologists will test, evaluate and screen individuals with speech defects for placement in a special program.
- D. A psychologist, psychiatrist or qualified guidance counselor will identify and work with the emotionally disturbed following evaluations and recommendations by mental hygiene clinics regarding placement in programs for such persons.
- E. Medical reports submitted by ophthalmologists will be utilized to identify visually handicapped persons.

3.14 Manpower Needs and Job Opportunities.

Consideration will be given to manpower needs and job opportunities as determined pursuant to 3.26-1 of the State Plan in determining allocation of funds. The State Board, with the aid of the State Advisory Council, will analyze labor market data from such sources as the Montana Employment Security Commission, private and industrial employment agencies, local school districts and municipal surveys, national and regional surveys, labor and management, professional organizations, local and state Cooperative Area Manpower Planning System committees, Montana State Rural Areas Development Committee, Research Coordinating Unit, Bureau of Apprenticeship and Training, Bureau of Business Research, Upper Midwest Development Commission, Department of Planning and Economic Development, and any other sources which may be of assistance in identifying current and projected manpower needs and job opportunities.

Consideration of data obtained through cooperative research arrangements will be reflected in the annual and long-range plans. Data contained in the annual local application will be used in determining manpower needs and job opportunities. Special consideration will be given to new and emerging needs and opportunities on the local, state and national levels.

3.15 Vocational Education Needs of Groups to be Served.

The State Board will identify and give due consideration to the vocational education needs of all population groups. Consideration will be given to such criteria as numbers of disadvantaged and handicapped persons, numbers of potential high school dropouts, post-high school and adult enrollees needing training or retraining and availability of vocational education in private institutions, business, or industry in the allocation of funds.

The State Board will identify and give due consideration to the vocational education needs of the following groups:

- A. Persons in high schools.
- B. Persons who have completed or left high school and who require preparation for entry employment.

- C. Persons already in the labor market who need training or retraining to remain employed or for advancement in positions.
- D. Disadvantaged and handicapped persons determined according to 3.12, 3.13 and 3.26-2 of this part.

Due consideration will be given to the above groups in allocating funds according to the following:

- A. At least fifteen (15) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the act shall be used only for vocational education for disadvantaged persons.
- B. At least ten (10) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the act shall be used only for vocational education for handicapped persons.
- C. At least fifteen (15) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the act shall be used only for post-secondary vocational education.

Results of periodic vocational education program evaluations will be considered by the State Board in determining the vocational education needs of all population groups. (See 3.15 of the Legal Appendix.)

3.2 Allocation of Funds to Local Educational Agencies for Programs, Services and Activities.

The State Board, in making allocations to local educational agencies, shall consider such factors as tax resources, current and projected industrial and business development, types of jobs available, and local vocational education resources as related to the needs of persons seeking education for employability. (See 3.2 of the Legal Appendix.)

3.21 Local Applications.

The local educational agency will prepare and submit to the State Board a plan for the implementation and operation of a program of vocational education. The plan will show annual needs and a five-year projection, including the following:

- A. A description of the proposed programs, services and activities, including evaluation activities meeting the requirements of the State Plan and for which funds are being requested.
- B. Qualifications of the staff which will be responsible for implementing and conducting the program or project.
- C. Justification of the amounts of federal and state funds requested and information on the amounts and sources of other funds available for the programs, services and activities.
- D. Information indicating the application has been developed in consultation with appropriate advisory committees along with an inventory of educational and training resources available in the areas to be served by the applicant local educational agency.
- E. Information indicating that the program, services and activities proposed in the application will contribute measurably toward career preparation for the persons to be served.
- F. A plan, extending five years from the date of the application, for meeting the vocational education needs of projected student populations in the area or community to be served by the local educational agency. The plan shall be related to the cooperative area manpower plan, if any such plan exists.
- G. Information indicating the means by which the programs, services and activities proposed in the application will contribute measurably toward meeting the needs set forth in the application.

The application shall also contain such other information as may be required by the State Board in determining allocation of state and federal funds, and in determining whether the programs, services and activities proposed therein will otherwise meet all other applicable requirements of federal and state legislation and the State Plan.

Application forms which local educational agencies will be required to complete in applying for allocations of federal and state vocational education funds administered through the State Board are those for vocational education programs, services and activities; implementation and operation of post-secondary vocational-technical education centers; construction of vocational education schools; construction of residential vocational education schools; programs for the disadvantaged and the handicapped; junior and community college post-secondary vocational education programs; vocational education programs of units of the Montana University System; teacher training programs; and high school programs. (See 3.21 of the Legal Appendix.)

3.22 Procedures for Processing Local Applications for Vocational Education Programs, Services and Activities.

3.22-1 Programs, Services and Activities Undertaken by the State Board.

The State Board shall receive, appraise and process all projects submitted by state post-secondary vocational-technical education centers, units of the Montana University System and other state agencies. The State Board shall implement those programs, services and activities necessary to insure that the purposes and intents of this act and State Plan are met. Application forms shall be submitted to the State Superintendent of Public Instruction as Executive Officer of Vocational Education. The State Board will have the sole authority for approval of vocational education programs, construction projects and budgets for either or both purposes. Decisions of the State Board regarding project applications will be reported to applicants by letter from the State Superintendent of Public Instruction. (See 3.22 of Appendix IV.)

3.22-2 Programs, Services and Activities Undertaken by Local Educational Agencies.

Each proposal or application by a local educational agency is to be submitted to the State Superintendent of Public Instruction pursuant to 3.21 of this State Plan. (See 3.22 of Appendix IV.)

Each project proposal will be transmitted, with recommendations by the State Superintendent of Public Instruction, to the State Board, which will determine its potential contribution to the purposes of the act, the State Plan and the training and retraining needs of the state and its people. Decisions by the State Board will be reported to applicants by letter from the State Superintendent of Public Instruction.

3.22-3 Coordination with other State Agencies.

In coordinating efforts with other state agencies, the State Board shall maintain communication with other state agencies when initiating State Board projects pursuant to 3.22-1 or approving local projects pursuant to 3.22-2 of this State Plan. Communications shall be directed to appropriate administrative officers in the Division of Vocational Rehabilitation, State Office of Economic Opportunity Coordinator, Department of Public Welfare, Bureau of Indian Affairs, or any other state and/or local agency working cooperatively with vocational education programs for the handicapped or disadvantaged.

3.23 Procedures for Processing Local Applications for Construction.

3.23-1 Projects Undertaken by the State Board.

Administrative officers of a local district in which a state designated post-secondary vocational-technical education center is located shall prepare an application for construction according to 3.21 of this part of the State Plan for construction of new buildings, and/or for acquisition, expansion, remodeling and alteration of existing buildings. Applications may include cost for site grading, improvements, architectural fees, and purchase of initial equipment. Applications shall be submitted at such time and in such form as may be specified by the State Board pursuant to Sections 75-4309 through 75-4321, R.C.M., 1947, as amended. Applications are to be presented to the State Superintendent of Public Instruction. The State Superintendent of Public Instruction shall review applications and present them, along with recommendations, to the State Board. Decisions of the State Board shall be reported to applicants by letter from the State Superintendent of Public Instruction.

3.23-2 Projects Undertaken by Local Educational Agencies.

The local district shall initiate applications for construction, programs and services pursuant to 3.23-1 of this State Plan. Applications shall be based upon research and documentation of educational, employment and human needs of the area of the state to be served. The application shall describe the proposed facility and indicate the ability of the local agency to provide vocational education programs compatible with the expressed and implied educational outcomes of the act and State Plan. Procedures for initiating and submitting applications, along with administrative procedures and policy which the State Board shall employ in processing applications from local educational agencies, shall be in accord with 3.23-1 of this State Plan.

3.23-3 Coordination with Other State Agencies.

In coordinating efforts with other state agencies, the State Board shall maintain communication with other state agencies when initiating State Board projects pursuant to 3.23-1 or approving local projects pursuant to 3.23-2 of this State Plan. Communications shall be directed to appropriate administrative officers in the Division of Vocational Rehabilitation, Elementary and Secondary Education Act Title I, Department of Public Welfare, Bureau of Indian Affairs or any other state agency working cooperatively with vocational education programs for the handicapped or disadvantaged.

3.24 Maintenance of Effort.

Federal funds allocated through Part B of the act will not supplant state or local funds. They will be used to supplement and, where possible, increase the amount of state and local funds that would--in the absence of such federal funds--be made available for the purposes set forth in Section 122(a) of the act. The intent of this policy is to insure that all persons in all communities of the state will have ready access, as soon as possible and practical, to vocational education programs suited to their needs, interests and abilities to benefit therefrom.

No payments of federal funds will be made to a local educational agency which has not maintained its fiscal effort by providing local funds in amounts no less than those expended for similar purposes during the previous fiscal year. Exceptions to this policy may be made in unusual circumstances, particularly those in which the applicant can demonstrate the existence of conditions which could not be anticipated or those in which the applicant can demonstrate undue hardship as a result of limited local tax resources.

3.25 Matching.

3.25-1 Overall State Matching.

The State Board will allocate federal funds within the percentage requirements of the act for disadvantaged persons, handicapped persons, post-secondary vocational education, and consumer and homemaking education and within the statewide matching requirements of at least one dollar of state and/or local funds for each dollar of federal funds expended under the State Plan for vocational education programs, services and activities under Part B of the act. The matching requirements shall not be intended to apply in a manner which requires local educational agencies to match federal funds at a percentage ratio uniform throughout the state since a waiver of percentage requirements may be obtained.

3.25-2 Reasonable Tax Effort.

The State Board will use the procedure outlined in 3.26-3 of this State Plan for determining the tax effort of a local educational agency. The tax effort of a local educational agency shall be considered reasonable whenever it is equal to or greater than the state average tax effort. The data, upon which the formula for computing the local tax effort is based, shall be updated annually. It will be taken from the Annual Report of School Trustees submitted by each school district to the State Superintendent of Public Instruction.

No local educational agency using its taxing authority in making a tax effort equal to or exceeding the state average tax effort will be denied funds for the establishment of new vocational education programs solely because it is unable to pay the non-federal share of the cost of such programs. This provision does not apply to state designated post-secondary vocational-technical education centers for vocational education or for other state institutions funded through direct appropriation of the state legislature.

3.26 Criteria for Determining Relative Priority of Local Applications.

- A. The State Board will consider local applications for federal funds appropriated and granted to the State of Montana to be used for vocational education programs, services and activities for the following:
1. Persons in high school.
 2. Persons who have left or completed high school and who are available for study in preparation for entering the labor market.
 3. Persons who have already entered the labor market and who need training or retraining to achieve job stability or advancement in employment.
 4. Disadvantaged persons.
 5. Handicapped persons.
 6. Persons in industry, business, or other private concerns.

B. Content of Local Applications.

The local educational agency will prepare and present to the State Board, through the Office of the Superintendent of Public Instruction, a plan for vocational education. The plan will show the annual needs and an annually renewable five-year projection. The plan shall include the following:

1. Vocational education programs, services and activities to meet the identified needs.
 2. Objectives of programs and provisions for evaluation.
 3. Estimated costs of programs, services and activities.
 4. Population groups to be served in the geographic service area.
 5. Manpower needs and job opportunities.
 6. Evidence of consultation with advisory committees, local business committees and others such as the Cooperative Area Manpower Planning System.
 7. Statements of unusual circumstances or situations affecting the local plan for proposed programs, services and activities.
- C. The State Board will consider the plans and programs of local educational agencies as submitted and recommended by the Office of the Superintendent of Public Instruction and assign them priority for allocation of funds in relationship to the following general considerations:

1. Manpower needs and job opportunities.
2. Differences in vocational education needs.
3. Relative ability to pay.
4. Relative or excessive costs of programs, services and activities.
5. Results of periodic evaluations of state and local vocational education programs, services and activities.
6. The relative educational needs of all population groups in the state, with particular reference to the needs of persons with academic, socio-economic, mental or physical handicaps which prevent them from succeeding in regular vocational education programs.
7. The economic capability of the community as evidenced by, but not limited to, such factors as depressed area designation and high rate of unemployment.
8. Special factors occasioned by geographical isolation and/or population sparsity.

3.26-1 Manpower Needs and Job Opportunities.

The State Board will analyze labor market data from sources such as the Montana Employment Security Commission, private employment agencies, local agencies, state agencies, national agencies, employers, employees, professional organizations, employer organizations, Cooperative Area Manpower Planning System committees and others in identifying current and projected manpower needs and job opportunities. The data will be used for the purpose of determining the relative priorities of each of the Part B program purposes, as well as for determining the relative priority of applications for programs submitted by local educational agencies.

Consideration of the information and data obtained through the previously defined cooperative arrangements and through periodic evaluations will be reflected in the annual and long-range plans. Data contained in the annual project applications and follow-up studies will be considered in determining manpower needs and job opportunities.

The State Board shall consider the additional financial burden of the local educational agency in providing vocational education students with special services, particularly those for disadvantaged and handicapped students.

Results of periodic evaluations of state and local vocational education programs will be considered by the State Board in its determination of the vocational education needs of all population groups.

3.26-2 Vocational Education Needs.

- A. In allocating funds to local educational agencies, the State Board shall give consideration to the relative vocational education needs of all population groups pursuant to 3.1 of this State Plan, to all geographical areas and communities in the state and particularly to disadvantaged and handicapped persons.
- B. In assessing and evaluating the relative vocational education needs of the state and the various population groups, the State Board shall give particular consideration to additional financial burdens which may be placed upon some local educational agencies as a result of the need for their providing some vocational education students--particularly the disadvantaged and handicapped--with those special education programs and services, as compensatory or bilingual education, which may not be needed in other areas or communities served by other local educational agencies in the state.
- C. In identifying the vocational education needs, first priority shall be given to programs for the disadvantaged and the handicapped. Factors which shall be considered by the State Board are the following:
 - 1. The number of disadvantaged persons in the area.
 - 2. The number of handicapped persons in the area.
 - 3. The availability of economic, educational and social service resources in the area.

Data will be obtained from such agencies as the Montana Employment Security Commission and will also include that gathered by the State Board. Data will be updated at least annually.

3.26-3 Relative Ability to Provide Resources.

Vocational education in the state of Montana receives financial support at the state and local levels as a result of the enactment of specific legislation which provides for sources of such funding for post-secondary vocational-technical education centers, junior and community colleges, the Montana University System and the secondary school system.

- A. In allocating funds among local educational agencies which are supported in whole or in part by local tax revenues, the State Board shall give due consideration to their relative abilities to provide resources necessary to meet the vocational education needs in the areas or communities served by these agencies.
- B. The State Board will use the adjusted effort factor method in computing the local educational agency's relative ability to pay its share for support of vocational education.
- C. The State Board will use the adjusted effort factor method of computation in determining a public school district's relative ability to pay. The adjusted effort factor will be determined by utilizing the following formula:

Relative ability to pay factor: Determined for two groups (depressed and non-depressed) of school district.

$$\text{Ability to pay} = \frac{\text{School district taxable valuation per ANB*}}{\text{Average taxable valuation per ANB*}}$$

A factor of one (1) or more indicates an ability to pay equal to or greater than the average.

*ANB means the average number of pupils belonging to a school, computed on the basis of Montana's school membership formula.

Unadjusted effort to pay factor:

$$\text{Unadjusted effort to pay factor} = \frac{\text{District revenue from local sources per ANB*}}{\text{Average revenue from local sources per ANB*}}$$

A factor of one (1) or more indicates an effort to pay equal to or greater than the average.

Unadjusted effort factor: This factor is the ratio of the "unadjusted effort to pay factor" to the "relative ability to pay factor" and indicates whether the district's effort to pay is greater or less than the ability to pay as compared to the average of all school districts in the state.

$$\text{Adjusted effort factor} = \frac{\text{Unadjusted effort to pay factor}}{\text{Relative ability to pay factor}}$$

A factor of one (1) or more indicates an adjusted effort equal to or greater than the average.

- D. State financed institutions, boards of cooperative services, community and junior colleges and state designated post-secondary vocational-technical education centers will be considered to have the same relative ability to pay as the state average.
- E. The data used in the formula for the adjusted effort factor shall be updated annually and will be taken from the Annual Report of County Superintendent submitted for each school district to the State Superintendent of Public Instruction.
- F. If the State Board determines, on the basis of reliable sources of information and documentation, that conditions exist which require special consideration, it may reimburse programs at a rate which it deems such special conditions warrant.

*ANB means the average number of pupils belonging to a school, computed on the basis of Montana's school membership formula.

3.26-4 Relative Costs of Programs, Services and Activities.

- A. In allocating funds to local educational agencies, the State Board shall give due consideration to the cost of the programs, services and activities which are in excess of that normally attributable to the cost of education provided by local educational agencies.
- B. The local educational agency will submit information showing any excess costs for program operation. These costs will be compared to the statewide average for program operation. Information relative to the statewide costs of operation may be found in the Office of the Superintendent of Public Instruction.
- C. Those school district with relative costs in excess of the statewide average may be reimbursed at a greater rate, depending upon the degree of excess costs. The State Board will consider each case on its own merit.

3.26-5 Other Criteria of the State.

Since the population of the state is distributed throughout a large geographic area, special consideration shall be given to outlying districts removed from major population centers to assure that equality of vocational education opportunity through quality vocational education programs exists for persons living in remote and sparsely populated areas.

Prevocational and job orientation courses will be developed in small secondary schools. These courses will lead to transfer to post-secondary institutions or may lead to entry employment, depending upon the orientation of the instruction provided.

The State Board shall give special consideration to the Indian population and other minority groups of Montana to assure equality of vocational education opportunities. The Bureau of Indian Affairs will be consulted, as will tribal councils and other agencies and groups concerned, in providing vocational education for this population group.

Migrant workers and their families shall be identified and vocational education programs will be developed to meet their needs.

3.27 Application of Criteria in Determining the Relative Priority of Local Applications.

From the federal funds allotted to it under Part B of the act the State Board shall allocate to local educational agencies such funds in such manners so as to fulfill the statewide matching requirements, to support the maintenance of vocational education efforts, to assure reasonable tax effort requirements and to meet the requirements according to 3.24, 3.25 and 3.26 of this part.

- A. The State Board, in determining priorities for local project application approval, will use the State Scale of Weights Criteria, taking into consideration such factors as manpower and employment needs, vocational education needs of the population, relative ability to pay, excess costs, economically depressed areas, dropout and youth unemployment areas and demonstration and pilot projects. The percentage amount of the federal share of the total cost of local programs, services and activities will be allocated on a statewide basis according to the requirements of the act and the budget requirements as shown in Part III, the annual plan of the State Plan.

B. State Scale of Weights Criteria.

A weighted criteria system for determining allocation of vocational education funds to local educational agencies will be utilized. A scale has been developed and will be used to establish priority rank among the various school or agency vocational education program applications. The scale which will be used is divided into five point categories with values of from 1 through 5 assigned and a fifth category of 20 points. The major factor considerations for rating are as follows (See page 71 of this part of the State Plan.):

- a. Manpower Needs: Weight - 4, possible points - 20. The local educational agencies are ranked on the basis of manpower needs within the local, state or regional area which is to be served. Statistics available from the Montana Employment Security Commission, or local offices thereof, will be used to rank local educational agencies. The two factors to be considered are the annual average number of unfilled jobs in the region in which the local educational agency is located and the annual average percentage of unemployment in each region of the state. The number of unfilled jobs for the state will be established from the employment security records. Each region will be ranked on the 1-5 scale.

The following scale will be used to determine the point value of this factor for each school:

13% or more of the unfilled jobs.....	5 points
10-12% of the unfilled jobs.....	4 points
7- 9% of the unfilled jobs.....	3 points
4- 6% of the unfilled jobs.....	2 points
1- 3% of the unfilled jobs.....	1 point

The second factor to be considered will be the percentage of unemployment for each region. The percentage of unemployment in each region will be compared to the total state unemployment.

The following scale will be used to determine the point value of this factor for each school:

21% or more of state unemployment.....	5 points
16-20% of state unemployment.....	4 points
11-15% of state unemployment.....	3 points
6-10% of state unemployment.....	2 points
1- 5% of state unemployment.....	1 point

The total points for the two factors, unfilled jobs and unemployment, will be averaged and become the total for this category.

- b. Vocational Education Needs. Weight - 7, possible points - 35. Data which will be considered to obtain a scale to determine the vocational education needs of the local educational agency will include the percentage of dropouts in the district compared to the state average of reported dropouts and the number of high school graduates who pursue a baccalaureate degree. A local educational agency with a high dropout rate will be given a higher rate factor. A school with a low dropout rate will be awarded a lesser factor. The dropout rate has been determined from information obtained from a survey of 147 of the 166 Montana high schools. This survey was conducted by the Guidance Services office in the Office of the Superintendent of Public Instruction.

The following scale will be used to determine the point value of this factor for each school:

9% or over dropout rate.....	5 points
7-8% dropout rate.....	4 points
5-6% dropout rate.....	3 points
3-4% dropout rate.....	2 points
1-2% dropout rate.....	1 point

The second factor to be considered under this category is the number of students entering baccalaureate degree schools.

The following scale will be used to determine the point value of this factor for each school:

- 1-10% of the graduating class.....5 points
- 11-25% of the graduating class.....4 points
- 26-40% of the graduating class.....3 points
- 41-50% of the graduating class.....2 points
- 51% and over of the graduating class...1 point

The total points for the two factors, dropout rate and number of students entering baccalaureate degree schools, will be averaged and become the total for this category.

- c. Relative Ability to Pay. Weight - 4, possible points - 20. The adjusted effort factor method of computation will be used in determining a school district's relative ability to pay (See page 62 of this part.). Districts having the least ability to pay will be given the highest rate. The state average adjusted effort factor is established--a figure less than one will indicate the local educational agency has made a less than average effort. A figure greater than one indicates an effort greater than the state average.

The following scale will be used to determine the point value of this factor for each school:

- 1.50 and above effort.....5 points
- 1.11-1.49 effort.....4 points
- .90-1.10 effort.....3 points
- .50- .89 effort.....2 points
- .01- .49 effort.....1 point

- d. Excess Cost. Weight - 1, possible points - 5. Local educational agencies which have evidence of costs which are high compared with other projects or programs within the educational system will be ranked high on the rating scale. The excess cost factor in Montana is insignificant except in the case of salary differences in different educational agencies. Therefore, we have assigned a weight of one to this category and used only salaries as a determining factor. The average annual teacher salary for the State of Montana, based on a nine-month year, is \$7,130.00. This salary has been assigned a rate factor value of 1.

The following scale will be used to determine the point value of this factor for each school:

\$1500 and above state average.....5 points
\$1000-\$1499 above state average.....4 points
\$999 above to \$999 below state average.3 points
\$1000-\$1499 below state average.....2 points
\$1500 and below state average.....1 point

- e. Economically Depressed Areas and Demonstration or Pilot Projects. An additional 20 points will be added to a local educational agency's total points if it qualifies for either or both of these categories. A local educational agency may not receive more than 20 points under this category.
- (1) Economically Depressed Areas. To help assure that local educational agencies will not be denied opportunities to participate in vocational education programs due to inability to provide local matching funds, additional consideration will be given to those agencies which are in areas considered to be "economically depressed" under the provisions of this plan.
 - (2) Demonstration or Pilot Projects. Projects submitted by local educational agencies which have special features which are considered to be demonstration or pilot in nature, which help to meet special needs of the overall state program may be considered under this category. A project will be considered demonstration or pilot if (1) it is a new approach in vocational education by the local educational agency and indicates a potential to make a significant contribution to vocational education in Montana as determined by the Office of the Superintendent of Public Instruction, or (2) the Office of the Superintendent of Public Instruction officially requests the local educational agency to conduct the project.

The staff of the Division of Vocational Education will review each local application in terms of the rank it has on the state scales. The maximum possible point total will appear as follows:

	<u>Weight</u>		<u>Maximum Rate</u>		<u>Total Points</u>
a. Manpower Needs	4	x	5	=	20
b. Vocational Education Needs	7	x	5	=	35
c. Relative Ability to Pay	4	x	5	=	20
d. Excess Costs	1	x	5	=	5
e. Economically Depressed Areas and/or Demonstration or Pilot Projects					<u>20</u>
Total Possible Points					100

Each local educational agency will be ranked according to the above process and those with a point total near 100 will achieve priority for highest funding. Those local educational agencies having a low point total will receive a lower priority of funding. Assigned funding percentages will be according to the following scale:

	High					Low
Point rating assigned:	100	80	60	40	20	0
Percentage of funding:	65	50	35	15	10	0

Example: A local educational agency with a project assigned point rating of 80, according to the weighted criteria system above, would receive 50 percent funding. Local applications which have an assigned point rating which falls between the percentage considerations as given on the above scale will receive percentage funding as applicable to the nearest point rating on the scale. Thus, a district receiving an assigned point rating of 55 would receive funding on a 35 percent basis. All percentage ratings for funding are applicable only to the degree that federal funds will be made available to the state. If adequate funds are not available for support at the above rate all rates of support will be proportionately reduced for all categories. Ninety percent of the total funds available under Part B, except for construction and ancillary services, will be utilized to support the vocational education programs under this section. The remaining 10% will be held in reserve to provide for contingency items which may arise at a later date. If unused, it will be added to the total support allotment in accordance with the above formula.

- C. In determining the relative priority for each application submitted by a local educational agency, a "scale of weights" will be assigned to each application. The weighting will be determined by criteria outlined in the instrument following:

State Scale of Weights Criteria for Determining
Allocation of Vocational Education Funds
to
Local Educational Agencies

School or Agency _____
Name of Project _____
Priority Rating _____

Weight Applied by State	Points High	Applied Low	Total Points	Possible Points
	5	4	3	2

Major Factor Considerations

Manpower needs and job opportunities	4				20
Vocational education needs of population	7				35
Relative ability to pay	4				20
Excess costs	1				5

Additional Considerations

Economically depressed areas and/or demonstration or pilot projects					20
Total					100

To illustrate actual changes in the funding procedures over past years the following examples are presented indicating the percent of support under the procedures used for FY 1969 and the percent of support to be applied to each school under the procedures established and explained in 3.27, Part I, of this plan.

School A: FY 1969 support was 49.6% of the project budget. FY 1970 project budget support will be 35% under the new allocation procedure as this school earned a total of 60 points on the rating scale in 3.27 of this part of the plan.

School B: FY 1969 support was 49.6% of the project budget. FY 1970 project budget support will be 50% under the new allocation procedure as this school earned a total of 80 points on the rating scale in 3.27 of this part of the plan.

- D. All local applications shall be submitted to the State Superintendent of Public Instruction whose staff will review each application and will give each application a priority rating according to the scale of weights criteria outlined above. These recommended ratings will be submitted to the State Board for action.

- E. The data to be used for establishing the criteria for determining priorities will be updated annually and will be taken from annual applications made by local educational agencies concerning the relative ability to pay formula pursuant to 3.26-3 of this State Plan, surveys made by local and state agencies regarding manpower needs and job opportunities, surveys of vocational education needs for the total population, reports of excessive cost factors, annual reports of local school districts, and other financial data compiled by the Office of the Superintendent of Public Instruction.

- F. When the State Board determines that conditions exist which require special consideration, it may reimburse or fund a project at a rate which it deems the conditions to warrant.

4.0 Vocational Education Programs for the Disadvantaged.

- A. Funds appropriated under Part 102(b) of the act shall be used only for vocational education programs for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program.
- B. In addition to the provisions in 1.0 through 3.0 of this part of the State Plan, the following special provisions apply to programs for the disadvantaged supported with federal funds under Section 102(b) of the act.

4.1 Required Allocation of Funds to Certain Areas.

Allotments appropriated under Section 102(b) of the act will be allocated within the state, to educational agencies offering vocational education programs for disadvantaged persons located in areas with a high concentration of youth unemployment and school dropouts, pursuant to 1.10D of Part I and Part II and Part III of the State Plan.

4.11 Regular Vocational Programs.

Funds allocated may be used to pay that part of the cost of such supplementary special educational services to regular vocational education programs that enable the disadvantaged to benefit from a regular vocational education program.

4.12 Special Vocational Education Programs.

Funds allocated may be used to pay that part of the total cost of the instructional program and supplementary special educational services that are reasonably attributable to the vocational education of disadvantaged persons.

4.13 Areas of Non-Allocation.

Funds allocated for vocational education for disadvantaged may not be used to provide food, lodging, medical and dental services, and other services which may be necessary but are not directly related to the provisions of vocational education to such students. The State Board or local educational agency conducting such programs, however, shall encourage the provision of such services through arrangements with other agencies responsible for such services or shall provide such services through residential vocational education school programs.

4.14 Local Application.

The local educational agency may initiate a program proposal by submitting an application to the State Board. The application will also include follow-up and evaluation procedures that insure proper expenditure of funds appropriated under Section 102(b) of the act. Applications as required, according to 3.0 of this part, shall be used.

4.2 Participation of Students in Nonprofit Private Schools.

The State Board shall assure that there will be genuine and meaningful participation in all vocational education programs for disadvantaged students enrolled in nonprofit private schools to the extent consistent with the number of such students in the area to be served whose educational needs are of the type which such programs are designed to meet. The State Plan includes policies and procedures which are to be used by the State Board in order to assure that such participation will be genuine and meaningful in accordance with the following provisions:

- A. Proposals shall be designed to include vocational education services which will meet the vocational education needs of such students.
- B. The number of disadvantaged students and the vocational education needs of such students shall be determined after consultation with persons knowledgeable of the needs of these students, or on a basis comparable to that used in providing vocational education services to students enrolled in public schools. Applications submitted by the local educational agency to the State Board shall indicate the number of students enrolled in nonprofit private schools who will participate in each program proposed as well as the degree and manner of their participation.
- C. Proposals submitted by the local agency to the State Board will indicate the use made of public school personnel in facilities other than public schools. Such personnel may be utilized in such a manner only to meet the vocational education needs of these disadvantaged students designated in the proposal. (Refer to 3.21 of this part.) The State Board or the local public educational agency providing vocational services in nonprofit private schools shall maintain administrative control and direction over such services, and each application from public schools shall provide a complete explanation concerning this administrative operation.

- D. Teachers or employees of nonprofit private schools may be paid salaries from federal funds if they are employed outside of their regular hours of duty and are performing vocational services for disadvantaged students under the supervision and control of public school administration.
- E. The use of mobile or portable equipment and all major equipment on private school premises will be allowed only for the life of the current program or project for which the equipment is intended to be used and is necessary for the successful completion of the program for disadvantaged students. This arrangement of equipment use will be set forth in the proposal to the State Board.
- F. Proposals to the State Board shall include information and agreements between schools concerning class scheduling and formation, when nonprofit private school disadvantaged students are provided vocational services in public school facilities. Classes cannot be formed that are separated by the school enrollment or religious affiliation of the students.
- G. Each proposal shall include information relative to supervision and evaluation arrangements for programs where disadvantaged students from nonprofit private schools are provided vocational services through the local agency. The State Board will be responsible for supervision and evaluation of these program arrangements.

4.3 Noncommingling of Funds.

The State Superintendent of Public Instruction shall recommend to the State Board policies and procedures to assure that federal funds made available under Section 102(b) of the act to accommodate students in nonprofit private schools will not be commingled with state or local funds so as to lose their identity. Accounting methods will be established to assure that each expenditure of federal funds made available under Section 102(b) of the act can be separately identified. In developing such policies and procedures, it shall not be necessary to require separate bank accounts for funds from federal sources, so long as accounting methods will be established which assure that such funds can be separately identified.

5.0 Vocational Education Research and Personnel Training.

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to research and training supported with federal funds under Part C of the act. Funds allocated to the state under this section will be used for:

- A. Operating the State Research Coordinating Unit.
- B. Making grants to any college, university, local educational agency and other public or nonprofit private agency or institution.
- C. Entering into contracts with any private agency, organization or institution for research and training programs for experimental, developmental or pilot programs, or making contracts with these institutions and agencies for programs designed to meet the special vocational education needs of youths, particularly disadvantaged youth in economically depressed communities.
- D. Disseminating information derived from the foregoing programs or from research and demonstrations in the field of vocational education.

5.1 State Research Coordinating Unit.

The State Research Coordinating Unit is under the direct supervision of the State Superintendent of Public Instruction. All proposals concerning research for vocational education which are to be carried out through the Research Coordinating Unit shall be submitted directly to the State Superintendent of Public Instruction for review and action.

5.11 Organizational Structure and Location.

The Research Coordinating Unit is responsible to the State Superintendent of Public Instruction for conducting research and training programs in vocational education. Cooperation and coordination between the Research Coordinating Unit staff and the vocational education state staff shall exist in implementing and conducting programs of vocational education research and dissemination.

5.12 Staffing.

The Research Coordinating Unit may be staffed with a research coordinator and any other personnel deemed necessary by the State Superintendent of Public Instruction to carry out the vocational education research function to satisfy the objectives of the act and the State Plan.

5.13 Administration and Supervision of Research Coordinating Unit.

The responsibility for the administration and supervision of vocational education functions of the Research Coordinating Unit rests with the State Superintendent of Public Instruction. Vocational education functions to be undertaken by the Research Coordinating Unit will be those deemed most important by the State Superintendent of Public Instruction after consulting with the State Director of Vocational Education and other appropriate staff.

5.14 Major Functions of the Research Coordinating Unit.

The Research Coordinating Unit shall be responsible for carrying out the following major vocational education functions:

- A. Encouraging vocational education research in the state.
- B. Stimulating, designing and coordinating research and training projects in vocational education.
- C. Recommending to the State Superintendent of Public Instruction projects requiring contracts and grants for research and training in vocational education and for experimental, developmental or pilot programs in vocational education.
- D. Disseminating information from research and from experimental, developmental or pilot programs which have been conducted in the state or from research and demonstration in the field of vocational education which has been recommended by the Research Coordinating Unit, the State Board or by the State Advisory Council.

5.15 Coordination with Other Governmental Research Agencies.

The Research Coordinating Unit shall establish cooperative working relationships with other governmental agencies involved in occupational educational research and training such as the Montana Employment Security Commission, the Montana University System, the Cooperative Area Manpower Planning System, and any other such agencies.

5.2 Application Procedure.

Applications for research and related activities projects in vocational education shall be submitted to the Office of the Superintendent of Public Instruction at any time by any individual or agency within the state. Greatest consideration for support will be given to those projects which are in areas of high priority for research as established by the State Director of Vocational Education.

When planning and conducting projects, applicants should involve, to the maximum extent feasible, the Office of the Superintendent of Public Instruction, institutions of higher learning, educational laboratories, research and development centers, libraries and other multi-media resource centers, private foundations, youth organizations, nonpublic schools, management, labor, professional associations, community action agencies, Montana Employment Security Commission, Cooperative Area Manpower Planning System and other state and community groups.

Although the applicant agency must retain final responsibility for conducting the project or program, it shall be possible for the agency to subcontract for such services which it cannot adequately carry out. Subcontracting with institutions of higher learning, research firms and private consultants is an acceptable practice for the local agency to obtain expert assistance regarding planning procedures, data processing, evaluation and vocational education research methodology.

The application submitted by an authorized individual or agency shall include the following:

- A. Statement of Research. A brief statement of the research as to nature, need, purpose and objectives and its relation and contribution to vocational education according to the act and the State Plan.
- B. Rationale. A brief description of previous related research findings which support and directly bear on the research.

- C. Content of Application.
 - 1. Nature of the research, including objectives.
 - 2. Design of the research.
 - 3. Population or sample to be served or used.
 - 4. Duration of the project.
 - 5. Time schedule and sequence.
 - 6. Method of analyzing data.
 - 7. Names and qualifications of personnel.
 - 8. Description of facilities.
 - 9. Evaluation to be made.
 - 10. Dissemination and use of results.

- D. Budget. Funds requested shall be justified by submitting a detailed budget including that portion of the cost to be borne by the applicant and the amount to be borne by the grant or contract for the following:
 - 1. Salaries.
 - 2. Travel.
 - 3. Supplies.
 - 4. Equipment and/or materials.
 - 5. Services.
 - 6. Miscellaneous.
 - 7. Other (NEC).

5.21 Submittal of Applications.

The applicant shall submit three copies of the research proposal to the Office of the Superintendent of Public Instruction through the State Director of Vocational Education. The proposal shall include such information as is requested in 3.21-1 through 3.21-4 and 5.2 of this part.

5.22 Review of Applications.

The Office of the Superintendent of Public Instruction, through the State Director of Vocational Education and his staff, will review the applications for grants and contracts in terms of the following criteria:

- A. Relevance to priority areas in vocational education specified in the long-range program plan and to programs, services and activities in the annual plan.
- B. Adequacy and competency of the personnel designated to carry out the program or project.
- C. Adequacy of research facilities.
- D. Reasonableness of budget request.

- E. Expected potential of the proposed program or project being made a part of the regular vocational education program.
- F. Expected potential for utilizing the results of the proposed programs or projects in exemplary or regular vocational education programs.

5.23 Action on Applications.

The following policies and procedures will be used by the State Board when considering applications for approval:

- A. Upon completion of the review of each application by the State Superintendent of Public Instruction and his staff, the proposals shall be submitted to the State Board with recommendations as to approval or disapproval.
- B. If disapproved, the application will be returned for correction and/or improvement. If approved, the applicant will be notified by letter that application is approved.
- C. Applications which need revision or clarification as determined by the vocational education staff or by the State Board will be returned to the applicant with written suggestions for improvement or will be reviewed by personal consultation with applicant.
- D. Applicant may revise and resubmit the application to the Office of the Superintendent of Public Instruction through the State Director of Vocational Education.
- E. After the revised application has been reviewed by the vocational education staff, it will be recommended to the State Board to be one of the following:
 - 1. Approved in whole.
 - 2. Approved in part.
 - 3. Disapproved or rejected.
 - 4. Deferred because of lack of funds or need for further evaluation.
- F. Revised applications, along with recommendations, shall be submitted to the State Board for review and action. Applicants whose revised projects have been acted upon by the State Board will be notified of such action by letter from the State Superintendent of Public Instruction.

5.3 Notification to Commissioner.

The State Board shall forward to the Commissioner within fifteen (15) days after the State Board's approval a copy of the approved proposal for which a grant or contract was made.

6.0 Exemplary Programs and Projects.

The State Board may make grants or contracts in compliance with the policies and procedures of the State Plan, to pay all or part of the cost of (1) planning and developing exemplary program projects and (2) establishing, operating or evaluating exemplary programs or projects designed to carry out the purposes set forth in this part.

Exemplary programs shall enable the grantee to explore, develop and demonstrate innovative concepts without inhibiting restrictions imposed by traditional programs for vocational education and shall thereby encourage, stimulate, promote, and implement creative and sensitive novel models for occupational systems of high quality designed to prepare individuals for their next role in life. In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to exemplary programs and projects supported with federal funds under Part D of the act.

6.1 Application Procedures.

6.11 Submittal of Applications.

Applications shall be submitted to the Office of the Superintendent of Public Instruction through the State Director of Vocational Education for transmittal to the State Board with recommendations and shall contain the following (See 3.22 and 6.22 of this part and 6.11 of Appendix IV.):

- A. Statement of purposes of the proposed program and project.
- B. General and specific objectives of the program or project with a plan for the achievement of the objectives.
- C. Description of the nature of the project with documentation concerning its success in other environments and probable success in the area of the state or agency of the applicant.
- D. Duration of program to include a starting date and a projected termination date.
- E. Explanation of how the results of the project will be used for the improvement of vocational education for personnel of the local school and/or in the state.

- F. Explanation that the grant award period will generally be for one (1) year, but may be for two (2) or three (3) years and that a yearly review will be required on all applications approved for more than a one (1) year grant.
- G. Justification of grants and contract funds requested by submitting a detailed budget inventory consistent with the objectives of the project.
- H. Documentation of the portion of the cost of the proposed program or project that will be borne by the applicant.
- I. Qualifications of the staff personnel responsible for the proposed program or project, including a listing of the staff positions necessary to carry out the program or project; salaries; percent of time each staff member will work on the program or project; and a brief description of the responsibilities of each staff position, work experience and educational background.

6.12 Review of Applications.

Requests for grants and contracts will be reviewed by the staff of the State Superintendent of Public Instruction according to the following criteria:

- A. The proposed project shall be designed to meet the vocational education needs of disadvantaged youth.
- B. The proposed project shall have an impact on reducing youth unemployment.
- C. The proposed project shall contribute to the solution of important vocational education problems.
- D. The proposed project shall promote cooperation between public education and manpower agencies.
- E. The proposed project shall be integrated into the presently existing vocational education program in a local school and/or state school.
- F. The proposed project shall meet the priority areas in vocational education specified in the state and local long-range program plans and annual plans.
- G. Personnel designated to carry out the proposed project shall be adequate in number and shall be competent for the proposed positions.

- H. The cost estimates shall be reasonable for the project proposed.
- I. The procedures to be used in achieving the objectives shall be appropriate, adequate and efficient.
- J. The facilities, equipment and materials shall be adequate to allow the proposed project to attain the objectives set forth.
- K. The proposed project shall be reasonably and substantially exemplary.
- L. The proposed project shall make provisions for the meaningful participation of students in nonprofit private schools.
- M. Effective policies and procedures shall be provided for assuring that federal funds to be used for the proposed program will not be commingled with state or local funds.
- N. The provisions made for evaluating the proposed project shall be appropriate and adequate, providing for a reasonable degree of objectivity.
- O. The local provisions for providing information to the State Board about the proposed project shall be appropriate and adequate.
- P. The proposed project shall reveal adequate planning and documentation by the local district showing the extent of involvement in planning, implementation and appraising project activities of teachers, students, or other school personnel, and others, including persons broadly representative of the vocational education resources of the public in the area to be served.

6.13 Action on Applications.

The following policies and procedures will be followed by the State Superintendent of Public Instruction and the State Board in processing and acting on applications for exemplary programs and projects:

- A. Upon completion of the review of each application by the State Superintendent of Public Instruction and his staff, proposals shall be submitted to the State Board with recommendations as to approval or disapproval.

- B. If disapproved, the application will be returned for correction and/or improvement. If approved, the applicant will be notified by letter that the application is approved.
- C. Applications which need revision or clarification as determined by the State Superintendent of Public Instruction or by the State Board will be returned to the applicant with written suggestions for improvement or will be reviewed by personal consultation with the applicant.
- D. Applicant may revise and resubmit the application to the Office of the Superintendent of Public Instruction through the State Director of Vocational Education.
- E. After the revised application has been reviewed by the vocational education staff, it will be recommended to the State Board to be one of the following:
 - 1. Approved in whole.
 - 2. Approved in part.
 - 3. Disapproved or rejected.
 - 4. Deferred because of lack of funds or need for further evaluation.
- F. Applicants whose applications have been processed and acted upon by the State Board shall be notified of the status of the project through written communication from the State Superintendent of Public Instruction. If the application is approved, the communication shall include notification of the approved budget and the conditions under which the applicant must accept the contract or grant.

6.2 Program or Project Requirements.

All exemplary programs or projects for which the State Board makes grants or contracts will meet the standards and requirements which are applicable to the activities affected by such programs, as set forth in the State Plan.

6.21 Coordination with Other Programs.

The planning, development and operation of exemplary programs and projects will be coordinated with other programs and projects carried out under grants or contracts pursuant to this part and with other public and privately operated programs having the same or similar purpose.

6.22 Participation of Students in Nonprofit Private Schools.

The State Board shall assure participation of students in nonprofit private schools in exemplary programs and projects under Part D supported with funds allotted under the act which shall be in accordance with the following requirements:

- A. Proposals shall be designed to include vocational education needs of students to the extent consistent with the number of students enrolled in nonprofit private schools in the geographic area served by the exemplary program or project.
- B. The number of students and vocational education needs of students attending nonprofit private schools shall be determined, after consultation with persons knowledgeable of the needs of those students, on a basis comparable to that used in providing vocational education services to students enrolled in public schools. Applications submitted by the local educational agency to the State Board shall indicate the number of students enrolled in nonprofit private schools who will participate in each program proposed and the degree and manner of their participation.
- C. Proposals will indicate the use made of the public school personnel in facilities other than public schools. Vocational education services may be provided by public school personnel in other than public school facilities but only to meet the vocational education needs of those students designated in the proposal. The State Board or local public educational agency providing vocational education services in nonprofit private schools shall maintain administrative control and direction over such services, and each application from public schools shall provide a complete explanation of how this will be done.
- D. Teachers or employees of nonprofit private schools may be paid salaries from federal moneys if they are employed outside of their regular hours of duty and are performing vocational education services under the supervision and control of public school administration. Proposals to the State Board will explain these arrangements.

- E. The use of mobile or portable equipment on private school premises will be allowed only for the life of the current program or project for which the equipment is intended to be used and is necessary for the successful completion of the program. This arrangement of equipment use will be set forth in the proposal to the State Board.

- F. Proposals for any exemplary program or project to be carried out in public facilities and involving joint participation by students enrolled in nonprofit private schools and students enrolled in public schools shall include such provisions as are necessary to avoid forming classes that are separated by the school enrollment or religious affiliation of such children.

- G. Each proposal shall include information relative to supervision and evaluation arrangements for programs where students from nonprofit private schools are provided vocational education services through the local educational agency. The State Board will also be responsible for supervision and evaluation of these program arrangements.

6.23 Noncommingling of Funds.

The State Board shall set forth policies and procedures to assure that federal funds made available under Part D of the act to accommodate students in nonprofit private schools will not be commingled with state or local funds so as to lose their identity as federal funds. Accounting methods will be established to assure that each expenditure of federal funds made available under Part D of the act can be separately identified as such.

6.24 Notification to Commissioner.

Five (5) copies of any exemplary program grant or contract that has been approved by the State Board shall be forwarded within fifteen (15) days to the U. S. Commissioner of Education. The State Superintendent of Public Instruction shall be responsible for submission of the proposal.

7.0 Residential Vocational Education Schools.

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions shall apply to residential vocational education schools to be supported with federal funds under Part E of the act.

7.1 Procedures for Establishing Residential Vocational Education School Facilities.

Local educational agencies desiring approval of residential vocational education schools shall submit a written proposal to the State Board. Each proposal will be reviewed and acted upon by the State Board. Specific criteria for making application for designation as a residential vocational education school are listed in 7.2.

7.11 State Operated.

The State Board may initiate construction of residential vocational education schools as it deems necessary in accordance with the act. Residential vocational education schools may be administered either directly by the State Board or by public educational agencies; however, the State Board shall retain the authority for approval of programs, budgets, construction and services. Residential vocational education schools shall be subject to the criteria and review procedures as set forth in 7.2 of this part.

7.11-1 Planning.

The State Board will assure that the planning of residential vocational education school facilities shall be in accordance with the following requirements:

- A. The residential vocational education school facilities will be planned, constructed and operated for the purpose of conducting residential vocational education programs. The residential vocational education school facilities shall include dormitories, food services, infirmaries, laundries, recreation and other necessities for youth, at least age fourteen (14) but who have not attained age twenty-one (21), who need full-time study on a residential basis and who can profit from vocational education instruction; but, in no case may juveniles be assigned to such schools as the result of their legally adjudicated delinquent conduct.

- B. Adequate provision will be made for the appropriate selection without regard to sex, race, color, religion, national origin, or place of residence within the state, of students needing education and training at such school, and such facilities may not be used in a manner resulting in racial segregation.
- C. Vocational education course offerings at such school will include fields for which available labor market analyses indicate a present or continuing need for trained manpower, and the program's construction, services and activities will be appropriately designed to prepare enrollees for employability or advancement in occupational fields.
- D. A local educational agency may consider the inclusion of a residential vocational education school as a branch of an existing state designated vocational-technical education center and such part be constructed and utilized by students meeting the criteria for entry into such schools.
- E. The State Board shall consider the planning, construction and operation of state residential vocational education schools in a manner compatible for areas having a high concentration of American Indian population, migrant workers and/or other minority population groups.

7.11-2 Construction.

The State Board may initiate a plan and application for construction of a residential vocational education school or a branch of an existing school or facility according to procedures pursuant to 1.9 of this plan. The State Board may also initiate and undertake construction of residential vocational education schools pursuant to the criteria set forth in 7.11-1(A) above. The planning, construction and operation of the residential vocational education school shall be under the same requirements pursuant to 3.21 of this part of the State Plan.

7.11-3 Operation.

The State Board has sole authority for program or budget approval and for the approval of construction and ancillary service proposals. The State Board will rely on all resources including its executive officer, state vocational education staff and the Research Coordinating Unit to gather facts as to needs and costs of proposed projects.

7.12 Locally Operated.

7.12-1 Submittal of Applications.

Applications will be submitted to the State Superintendent of Public Instruction, who will submit recommendations to the State Board. Applications will outline curricula, number of students to be served, facilities to be used, methods of financing on-going programs and will project program information for at least five (5) years. Each proposal will be sufficiently detailed so as to allow satisfactory appraisal of its contribution in accordance with purposes of the act and with the total Montana State Plan for Vocational Education. Applications must include all information necessary for justification of the criteria listed in 7.2 and with construction requirements in 1.9 of this part.

7.12-2 Review of Application.

Project proposals will be reviewed by the State Director of Vocational Education. The State Superintendent of Public Instruction will make recommendations to the State Board and the State Board will determine if the size, location and existing facilities justify the establishment of a residential vocational education school in accordance with the standards set forth in 7.2. A review of architectural plans for construction will also be made.

7.12-3 Action on Application.

Following a review of each application, the State Board will render its decision and initiate appropriate action. Whether the proposal is approved, disapproved, or deferred, the submitting agency will be notified of the State Board's action by letter or award of contract.

7.13 Priority Allocation of Funds to Certain Areas.

Priority in the allocation of funds for residential vocational education schools will be given to areas of the state having high concentrations of youth unemployment, school dropouts, or American Indians or other minority population groups.

7.2 Requirements.

Special consideration will be given, regarding the impact of the project submitted, to the needs of disadvantaged youth, to reducing youth unemployment, to the relevance to annual and long-range plans, to the adequacy of facilities and to the reasonableness of cost estimates. In addition, the federal share of the cost of planning, constructing and operating residential vocational education facilities shall not exceed 90 percent of the costs incurred in any fiscal year. Planning, construction and operation of residential school facilities will meet the following requirements:

7.21 Purpose of the Program.

The residential vocational education school facilities will be operated and maintained for the purpose of conducting a residential vocational education school program, including room, board and other necessities, for youth, at least age fourteen (14) but who have not attained age twenty-one (21) at the time of admission to the training program, who need full-time study on a residential basis and who can profit from vocational education instruction; but, in no case may juveniles be assigned to such schools as the result of their legally adjudicated delinquent conduct.

7.22 Nondiscrimination.

Adequate provision will be made for the appropriate selection without regard to sex, race, color, religion, national origin, or place of residence within the state, of students needing education and training at such school; and such facilities may not be used in a manner resulting in racial segregation.

7.23 Employment Opportunities.

Vocational education course offerings at such schools will include fields for which available labor market analyses indicate a present or continuing need for trained manpower, and that the programs, services and activities offered will be appropriately designed to prepare enrollees for entry employment or advancement in such fields.

7.24 No Fees or Charges.

No fees, tuition or other charges will be required of students who are enrolled in residential educational programs or who occupy the residential vocational education school facility.

7.3 Notification to Commissioner.

Within fifteen (15) days following approval by the State Board, the Office of the Superintendent of Public Instruction will forward a copy of the approved proposal to the U. S. Commissioner of Education.

8.0 Consumer and Homemaking Education.

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to consumer and homemaking education supported with federal funds under Part F of the act.

8.1 Establishing and Operating Programs.

8.11 State-operated.

The State Board, upon recommendation of the State Superintendent of Public Instruction, may implement, conduct and administer consumer and homemaking education programs. The State Board will also exercise administrative control over such programs and budgets within the public schools. State vocational education staff will provide the leadership necessary to assure that such programs are carried out according to the provisions of the act and the State Plan.

8.12 Locally Operated.

Procedures for receiving, reviewing and acting upon local applications for operation of secondary programs (grades 7-12), post-secondary programs and adult programs will be carried out according to 3.2, 8.12-1 and 8.12-2 of this part of the State Plan.

8.12-1 Submittal of Applications.

The local educational agency shall submit an application annually to the State Superintendent of Public Instruction who will submit the proposal with recommendations to the State Board for consideration for approval. Appropriate state application forms are provided through the Office of the Superintendent of Public Instruction. The forms shall include the following information as well as the required content as outlined in 8.2 of this part. (See 8.12-1 of Appendix IV.)

- A. Justification relating to economically depressed and high unemployment areas.
- B. Evidence that consumer education is to be an integral and significant part of the proposed programs.

- C. Information on professional leadership plans of vocational education instructional personnel.
- D. Evidence that the proposed curricula will include a variety of learning experiences in all major phases of consumer and homemaking education for youth and adults preparing for the dual role of homemaker and wage earner.
- E. Evidence that adult programs offered are broad in concept including more than one curriculum specialization in consumer and homemaking education.
- F. Information concerning any unusual local sociocultural need considered significant by the local educational agency.
- G. A budget for the total secondary, post-secondary and/or adult programs proposed.
- H. Adequacy of the facilities to be used.
- I. Number, competency and adequacy of the staff.
- J. Administration and supervision to be provided.
- K. Plans for local evaluation of programs.

8.12-2 Review of Applications.

Applications submitted will be reviewed by the State Director and appropriate staff of the Office of the Superintendent of Public Instruction before transmittal to the State Board by the State Superintendent of Public Instruction with recommendations for consideration for approval based on the following criteria:

- A. The curriculum will include a significant degree of consumer education in every phase of the homemaking program.
- B. The program will encourage greater consideration of the social and cultural conditions and needs of youth and adults, especially in economically depressed areas.

- C. The curriculum at the local level will be concerned with a program having as its purpose, the preparation of youth and adults for the dual role of homemaker and wage earner. The curriculum shall emphasize human relationships applied to both family and employment situations; principles of management, including decision making, goals, values, standards and the nature and use of resources; budgeting and consumer economics; physical well-being through proper nutrition; adequate housing, sanitation and safety; personal qualities related to employability; child care and guidance; and clothing the family adequately and economically.
- D. The program will show relevancy to annual and five-year plans.
- E. The facilities are appropriate and adequate for the proposed program.
- F. The cost estimates are reasonable according to the program proposed and the financing formula as determined by the State Board.
- G. The instructional and supervisory staff shall be adequate for the program.
- H. Describe plans for local evaluation of the program.

8.12-3 Action on Applications.

After the State Director of Vocational Education and other state vocational education staff have reviewed the applications, they will be submitted with recommendations from the State Superintendent of Public Instruction to the State Board for consideration for approval. The applicant will be notified, in writing, of the status of the proposal by the State Superintendent of Public Instruction after State Board action.

8.13 Required Allocation of Funds to Certain Areas.

At least one-third of the federal funds allotted to the state under Part F of the act shall be used for consumer and homemaking education programs in economically depressed areas or areas with high rates of unemployment.

8.2 Required Content of Program.

Consumer and homemaking education programs approved by the State Board will conform to criteria according to 8.12-1 and 8.12-2 of this part and will meet the following requirements:

- A. The program will encourage greater consideration of the social and cultural conditions and needs, especially in economically depressed areas.
- B. The program will encourage preparation for professional leadership in home economics and consumer education.
- C. The program will be designed for youth and adults who have entered or are preparing to enter the work of the home.
- D. The program will be designed to prepare such youth and adults for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage earner.
- E. The program will include consumer education as an integral part thereof.

8.3 Ancillary Services and Activities.

In addition to the general provisions in the State Plan with regard to state administration, pursuant to program evaluation and teacher training, the State Board shall provide for other ancillary services and activities necessary to assure quality in all consumer and homemaking education programs. These may include, but are not limited to, curriculum development, development of instructional materials, research, special demonstration and experimental programs and program evaluation.

8.31 Staff.

- A. The professional staff for the administration and supervision of consumer and homemaking education in the Office of the Superintendent of Public Instruction is composed of a supervisor and an assistant supervisor. The staff is responsible for the administration and supervision of the total state vocational home economics education program which includes consumer and homemaking programs under Part F of the act.
- B. The staff arranges for local evaluation of programs, makes periodic program visitations and directs youth group activities.

- C. Teacher educators in home economics offer approved preservice and inservice programs for vocational education teachers, under state agreement with teacher training institutions; make follow-up visits of first year teachers; supervise student teachers and participate actively in special inservice programs.

8.32 Graduate Assistantships.

Graduate assistantships may be offered by the State Board for study in home economics education or a related field on an annual basis through appropriate units of the Montana University System.

8.33 Curriculum, Program and Development of Instructional Materials.

Ancillary services also consist of direction and arrangement for curriculum development, research, special demonstration and experimental programs, and development of instructional materials.

8.34 Inservice Education.

Inservice education to upgrade and improve the quality of programs may be provided through, but are not limited to, the following:

- A. District or area inservice meetings.
- B. Supervising teachers' conferences.
- C. Annual vocational education conference and workshops.
- D. Annual state and national youth conferences.
- E. Work experience for teachers of wage-earning home economics courses.
- F. Summer school courses and institutes provided for upgrading, meeting certification standards, achieving advanced degrees and other desired enrichments through an accredited college or university.

9.0 Cooperative Vocational Education Programs.

For the purposes of this part the term "cooperative occupation program" means an occupational training program carried on through a cooperative arrangement between schools and employers. Persons enrolled in this type of program will receive vocational training by combining academic and related institutional work in school with on-the-job experience as an employee in an occupational field. Such experiences will be supervised by a qualified cooperative vocational education coordinator and/or school personnel and the employer, to insure successive learning steps that contribute to the student's education and his employability. A time schedule for on-the-job and school experiences shall be flexible to insure maximum student progress. In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to cooperative vocational education programs supported with federal funds under Part G of the act. (See 9.0 of Appendix IV.)

9.1 Procedures for Approval of Cooperative Vocational Education Programs.

9.11 Submittal of Applications.

Three (3) copies of the project application shall be submitted to the Office of the Superintendent of Public Instruction for review and State Board action. Each application shall include the following:

- A. A statement of purpose of the proposed program or project.
- B. A statement from the local agency which includes a determination of local needs.
- C. A description of the nature of the program or project.
- D. Assurance that the occupational on-the-job training will not violate the U. S. and Montana fair labor provisions.
- E. The age of prospective students to insure compliance with applicable existing laws.
- F. Selection standards to be used in qualifying students who may participate in such programs.
- G. Wages to be paid commensurate to the student's value to the employer and in compliance with state and federal legislation.

- H. Length of training period (time schedules and applications), reflecting the training needed to adequately prepare students in the occupations for which training is scheduled, and including date when students are involved in the beginning of program development and date of the termination of the program.
- I. Student liability and industrial insurance protection responsibilities, outlined in detail.
- J. Outline of procedures for preparation of individual student training plans. Written policies must govern each student's on-the-job training and include the content of related classroom instructions.
- K. Role of the employer in student supervision, stated as part of the program for each student and as it may vary according to various occupations for which the student is trained.
- L. Role of the teacher-coordinator in on-the-job and classroom supervision.
- M. Administrative responsibilities and procedures established which will enable anyone, from the superintendent of the school to the on-the-job instructors at the training stations, to determine relationships to other staff and administrative members.
- N. Policies and procedures in financing which reflect the intent of the local educational agency and the employer to provide adequate financing to the total training program.
- O. Staff qualifications including a description of staff responsibilities and minimum acceptable qualifications for all positions compatible with the State Plan.
- P. Assurance that local districts shall comply with the provisions of the Fair Labor Standards Act as it relates to cooperative vocational education programs.

9.12 Review of Applications.

Each application from a local agency will be reviewed by the Office of the Superintendent of Public Instruction and recommendations developed for submittal to the State Board. Special consideration will be given to applications which satisfy the following criteria in addition to those listed in 9.1 of the State Plan.

- A. Unemployed or other disadvantaged youth whose vocational training needs are not cared for in ongoing regular programs, are served.
- B. Cooperation is shown between educational personnel and employers capable of training and placing students for gainful employment.
- C. Relevance is shown of annual and long-range planning.
- D. Staffing and facilities are competent and adequate.
- E. Budgets are developed, specified and reasonable.
- F. Projected outcomes of the program are specified.
- G. Use of advisory committees is effective.
- H. Proposed program relates to overall community or area needs.
- I. Proposed program compliments and supplements the total community and area effort in solving the problems of vocational education.

9.13 Action on Applications.

Applications submitted to the Office of the Superintendent of Public Instruction will be reviewed by the state vocational education staff and referred, with recommendations, to the State Board for action. Subsequent to State Board action, notification of the status of the application will be made by letter to the applicant.

9.2 Requirements of Cooperative Vocational Education Programs.

All programs funded for purposes of this part will include the following requirements:

9.21 Purpose.

The program shall meet the definitions of cooperative vocational education in 9.0 of this part and will be under the administration, direction, supervision and control of the local educational agency. The local educational agency will participate with public or private employers to provide on-the-job training opportunities that may not be available otherwise to persons who can benefit from such a program.

9.22 On-the-job Training Standards.

Each program will provide on-the-job training that:

- A. Is related to career opportunities susceptible to promotion and advancement.
- B. Does not displace other workers who perform such work.
- C. Employs student-learners in conformity with federal, state and local laws and regulations and in a manner not resulting in exploitation of the student-learner for private gain.
- D. Is conducted in accordance with written training agreements between local agencies and employers, copies of which shall be submitted to the state for filing with the local applications.

9.23 Identification of Jobs.

All applications will identify the procedures used to determine available jobs and their suitability for training purposes. The application must indicate what procedures have been established for cooperation with other agencies and groups in identifying and obtaining suitable jobs for persons who enroll in a cooperative occupational program.

9.24 Additional Costs to Employers.

Funds to employers shall not be exploited and must be held to a minimum. Added employer costs will not include the cost of construction of facilities, purchase of equipment and other capital costs which would inure to the benefit of the employer. The local educational agency will be responsible for determining added employer costs and shall present written analysis and recommendations concerning such costs to the State Board when they are deemed necessary. Employer costs may be determined necessary when:

- A. It is apparent that, without such reimbursement, employers with meaningful work stations would not be able to provide quality, on-the-job training.
- B. Such added employer costs are set forth in the training agreement between the local agency and the employer, indicating special cost factors applied, the amount of funds to be paid and the duration of the reimbursement.
- C. The local agency has determined necessary costs of instructional materials, costs of justified upgrading of the quality of instruction not normal to the employer's operation.

9.25 Costs to Students.

Students may be reimbursed for unusual costs resulting from participation in a cooperative vocational education program. Payments may be made only for those costs which are inherent in such programs and those which full-time students are usually not expected to finance personally. Payment may be made for costs which:

- A. Are reasonably required of persons engaged in the field of employment for which cooperative vocational education is being provided, such as special tools, equipment and clothing, transportation, and safety and other devices.
- B. Do not have the effect of underwriting personal obligations and expenses which students in similar circumstances are reasonably expected to assume.

Payment shall be made to student only when a statement signed by his employer and the cooperative education supervisor indicate that the cost is justified according to the foregoing regulations.

9.26 Participation of Students from Nonprofit Private Schools.

The application for program approval will contain a meaningful plan for involving students from nonprofit private schools when students in these schools are determined to have similar needs and occupational aspirations and to the extent consistent with the number of such students in the area to be served. The participation of such students enrolled in vocational education programs or projects shall be in accordance with the following requirements and also according to 6.22 of this part.

- A. Each program and project carried out by the local educational agency shall be designed to include, to the extent consistent with the number of students enrolled in nonprofit private schools in the geographic area served, types of vocational education services which will meet the vocational education needs of such students. Such services may be provided through such arrangements as dual enrollment, educational radio and television or mobile or portable equipment, and may include professional and subprofessional services.
- B. The vocational education needs of students enrolled in nonprofit private schools located within the geographic areas served, the number of such students who will participate and the types of vocational education services which will be provided for them shall be determined, after consultation with persons knowledgeable of the needs of those students, on a basis comparable to that used in providing such vocational education services to students enrolled in public schools. Each application submitted by the local educational agency to the State Board shall indicate the number of students enrolled in nonprofit private schools who are expected to participate in each program and project as well as the degree and manner of their expected participation.

- C. The local educational agency providing vocational education services to students in nonprofit private schools shall maintain administrative control and direction over these services, and each application from such agency shall include assurance thereof. Vocational education services provided with federal funds shall not include the use of equipment, other than mobile or portable equipment, on private school premises or the construction of private school facilities. Mobile or portable equipment may be used on private school premises for such period of time or when the life of the current program or project for which the equipment is intended to be used and as is necessary for the successful participation in that program or project by the students enrolled.
- D. Any program or project to be conducted on public premises and involving joint participation by students enrolled in nonprofit private schools and students enrolled in public schools shall include such provisions as are necessary to avoid forming classes that are separated by school enrollment or religious affiliation.

9.27 Noncommingling of Funds.

All proposals submitted under Part G of the act to the State Board, through the Office of the Superintendent of Public Instruction, will describe the accounting procedures to be utilized to assure that funds for approved projects and expenditures of these funds can be separately identified.

9.28 Evaluation and Follow-Up Procedures.

Evaluation and follow-up is the joint responsibility of the cooperative education coordinator and the employer. A planned follow-up of job success and personal employment advancements shall be included as part of the evaluation. Plans shall include provisions for at least a five-year follow-up study.

9.3 Ancillary Services and Activities.

The Office of the Superintendent of Public Instruction may provide the leadership to provide services to include, but will not be limited to:

- A. Cooperative agreements with teacher training institutions for training coordinators.

- B. Development of curriculum materials.
- C. Development of teacher-employer workshops.
- D. Provision of job placement for trainees.
- E. Provision of guidance and counseling for cooperative education students.
- F. Review of training plans to assure adequate local administration and supervision.

10.0 Work-Study Programs for Vocational Education Students.

Funds allotted to the state for the purpose of Part H of the act shall be used for work-study programs for vocational education students, and for the development and administration of that part of the State Plan applicable to such programs. In addition to the provisions in 1.0 to 3.0 and 10.0 of Part I of the State Plan, the following special provisions apply to work-study programs for vocational education students.

10.1 Procedures for Approval of Work-Study Programs.

10.11 Submittal of Applications.

The local educational agency, to include post-secondary vocational-technical education centers, may initiate a work-study program by determining its eligibility under this section (10.0) and submitting an application to the State Superintendent of Public Instruction for review and transmittal to the State Board for consideration of approval. This application will include information concerning the nature, duration, purpose, qualifications of staff, justification and financial arrangements. (See 10.0 of Appendix IV.)

10.12 Review of Applications.

Preference will be given to applications submitted by local educational agencies serving communities with high concentrations of youth unemployment and school dropouts. Review procedures will include criteria which is relevant to the annual and long-range plans for solving unemployment and dropout problems, adequacy and competence of staff, reasonableness of the cost estimates, expected meaningful outcomes or project goals, and financial arrangements pursuant to 2.0 of this State Plan.

10.13 Action on Applications.

The State Board shall be the sole approval agency for work-study programs. Insofar as financial resources are available and information is set forth in the application as required, program applications will be approved, disapproved or deferred according to 10.11 and 10.12 above. Upon completion of State Board review and action, the State Superintendent of Public Instruction shall notify applicants concerning the status of the application by letter.

10.2 Requirements of a Work-Study Program.

Except as provided in 10.3 below, funds allocated to the state under Part H of the act will be expended solely for the payment of compensation of students employed pursuant to work-study programs approved by the State Board which meet the following requirements:

10.21 Administration.

A. Local Educational Agency.

The work-study program will be administered by the local educational agency and made reasonably available (to the extent of available funds) to all qualified youth, in the area served by such agency, able to meet the requirements in 10.22 of this section.

B. State Board.

The State Board, upon recommendations from the State Superintendent of Public Instruction, shall determine that the standards and regulations pertaining to the administration of the work-study programs being conducted by local educational agencies are being maintained. Periodic reviews of programs shall be made.

10.22 Eligible Students.

Employment under the work-study program will be furnished only to a student who (1) has been accepted for enrollment, or, if he is already enrolled, is in good standing and in full-time attendance as a full-time student in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the act; (2) is in need of the earnings from such employment to commence or continue his vocational education program; and (3) is at least fifteen (15) years of age and less than twenty-one (21) years of age on the date of the commencement of employment and is capable, in the opinion of the appropriate school authorities, of maintaining a good standing in his school program while employed under the work-study program.

10.23 Limitation on Hours and Compensation.

A. Regular School Year.

No student will be employed, during an academic year or its equivalent, for more than fifteen (15) hours in any week during which classes in which he is enrolled are in session. The compensation for such employment will not exceed forty-five dollars (\$45) per month or three hundred fifty dollars (\$350) per academic year or its equivalent. However, in the case of a student attending a school which is not within reasonable commuting distance from his home, his compensation may not exceed sixty dollars (\$60) in any month or five hundred dollars (\$500) per academic year or its equivalent. An academic year shall be defined as a period of nine (9) months (exclusive of the summer term) interrupted by the equivalent of one (1) month vacation.

B. Summer Semester.

A student attending a class on a full-time basis in the summer school term shall be limited to fifteen (15) hours of employment per week and the monthly compensation of forty-five dollars (\$45) or sixty dollars (\$60) as described in paragraph (A). If the student is not attending classes during summer, there is no limitation upon the number of hours of employment and the amount of compensation which he may earn. The total of his summer earnings shall not be limited by, or have the effect of limiting, the compensation paid to him for the academic year pursuant to paragraph (A).

10.24 Employment for Public Agency or Institution.

Employment under work-study programs will be for the local educational agency or for some other public agency or institution (federal, state, local) pursuant to a written arrangement between the local educational agency and such other agency or institution. Work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment exists under arrangement between the local educational agency and the federal agency or institution, the written arrangement will state that students so employed are not federal employees for any purpose.

10.25 Maintenance of Effort.

In each fiscal year during which a work-study program remains in effect, the local educational agency will expend for employment of its students an amount in state or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three (3) fiscal years preceding the fiscal year in which the work-study program of such local educational agency was approved.

10.3 Funds for State Plan Development and Administration.

The amount of federal funds used to pay the cost of developing those provisions in the State Plan applicable to work-study programs and the cost of administering such provisions will not exceed one (1) percent of the state's allotment under Part H of the act for vocational work-study programs, or ten thousand dollars (\$10,000), whichever is greater.



Part II

LONG-RANGE PROGRAM PLAN PROVISIONS

1.0 Manpower Needs and Job Opportunities.

The economy of the state has been showing a steady growth over the past few years, and it is expected that during the fiscal year 1970 the state's economy will parallel average national projections.

Montana has experienced a steady population growth since the last census figure of 674,767 in 1960. It is estimated that by 1970, the figure will be near 735,000. This growth has occurred in spite of a substantial outmigration in the 18 to 25 year age bracket.

POPULATION AND CIVILIAN LABOR FORCE TRENDS*
1960-1970

Year	Population	Civilian Labor Force	Unemployed	Percentage Unemployed
1960	674,767	253,900	17,000	6.7
1961	676,557	252,900	18,400	7.3
1962	683,322	253,200	13,900	5.5
1963	690,155	255,900	13,800	5.4
1964	697,056	256,400	13,700	5.4
1965	704,027	259,700	13,000	5.0
1966	711,067	267,900	12,700	4.7
1967	716,180	272,100	12,780	4.7
1968	724,300	275,230	12,900	4.7
1969	730,000	278,000	12,800	4.6
1970	735,000	280,000	12,900	4.6

*Statistics obtained from the Montana Employment Security Commission.

The average rate of unemployment in Montana maintained approximately a one percent average above the national unemployment rate during 1966 and 1967. All indications for 1968 show that this rate will continue, and projections indicate there will be no significant change over the next two years.

The impact of unemployment in Montana, basically an agricultural state with construction following in importance, is distributed unevenly in different areas in Montana. Both agriculture and construction are affected by seasonal inclemencies. This condition results in a mobile labor force in these two industries, with supply and demand changing rapidly from one area to another.

The sharp variations in unemployment also reflect the dislocations which accompany the rapidly changing manpower trends caused by technological change, the expansion of existing facilities, and the deterioration of others, the depletion of resources (such as logging), and the perpetual change in Montana's population and labor force.

One of the main concerns in the state labor force has been its youth. The number of mature youth entering the labor market have been increasing faster than have employment opportunities; consequently, many youth have left the state to seek employment.

By 1970, Montana must have approximately 5,000 new jobs to meet the demands of the increasing civilian work force. Employment opportunities do exist, however, for which there is not an adequate trained labor supply.

The major industries providing job opportunities in the state are those of agriculture, construction, mining, trades, finance, insurance and real estate, service, transportation and utilities, government, manufacturing and forest products industries.

1.1 Summary of Labor Demand and Labor Supply.

Table 1 is a summary of the projected labor demand and supply for fiscal years 1970 and 1974 for the state of Montana.

1.1 Summary of Labor Demand and Labor Supply.

Table 1

Employment Opportunities Related to Vocational Education Programs
Labor Demand and Supply Summary ^{1/}

State of Montana

Fiscal Year Ending June 30, 1970

OE Code	Instructional Program	Current Employment	Projected Labor Demand		Projected Labor Supply ^{3/}			
					Vocational Education Output		Other Sectors Output	
			1970	1974	1970	1974	1970	1974
	TOTAL	168,650	12,383	16,177	4,914	9,001	1,290	1,746
01.0000	Agriculture (Production)	36,500	950	1,178	570	450	---	---
	Agriculture (Off Farm)	12,000	475	863	58	246	38	53
04.0000	Distribution and Marketing	37,200	717	925	695	824	47	85
07.0000	Health Occupations	12,500	2,511	3,672	326	650	126	150
09.0000	Home Economics (Wage Earning)	3,150	475	784	109	345	27	46
14.0000	Business & Office Occupations	25,000	1,840	2,236	1,750	2,315	367	512
16.0000	Technical Occupations	5,300	321	413	113	384	61	85
17.0000	Trades and Industry	37,000	5,094	6,106	1,293	3,787	624	815

-3-

^{1/} Data from the Montana State Employment Service, Division of the Montana Employment Security Commission, the Office of the Superintendent of Public Instruction and other appropriate sources.

^{2/} Data does not include vocational education output from consumer and homemaking or adult and continuing education.

^{3/} Significant numbers of workers leave Montana to seek employment, i.e., are not available for employment.

1.1

1.2 Sources of Data.

The following cooperating agencies have contributed in providing data used in the analysis of the state's manpower needs, job opportunities and the development of a long-range vocational education plan:

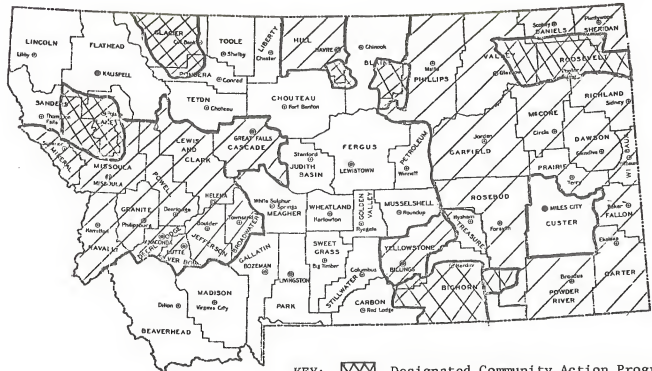
- A. Cooperative Area Manpower Planning System Committee
- B. Montana Employment Security Commission
- C. The Office of the Superintendent of Public Instruction
- D. State Department of Public Welfare
- E. State Division of Vocational Rehabilitation
- F. Office of Economic Opportunity
- G. State Department of Health
- H. Bureau of Work Training Programs
- I. U. S. Office of Economic Opportunity
- J. U. S. Civil Service Commission
- K. Bureau of Apprenticeship and Training
- L. Bureau of Indian Affairs
- M. U. S. Department of Agriculture
- N. Department of Housing and Urban Development
- O. State Department of Planning and Economic Development


2.0 Analysis of Availability of Vocational Education.


2.1 Specific Areas.

A. Designated depressed areas.

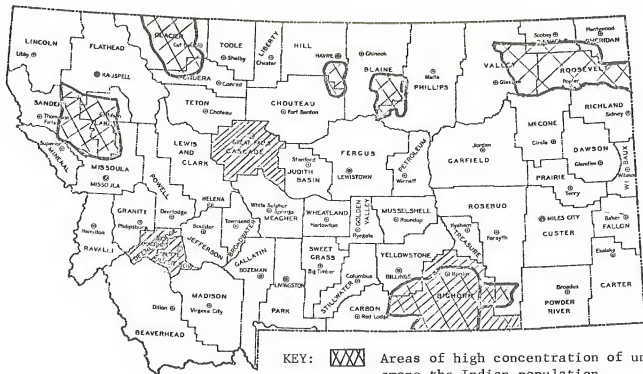
MONTANA.




KEY:  Designated Community Action Programs for the depressed on Indian reservations.

 Designated Community Action Programs for the depressed general public.

MONTANA.

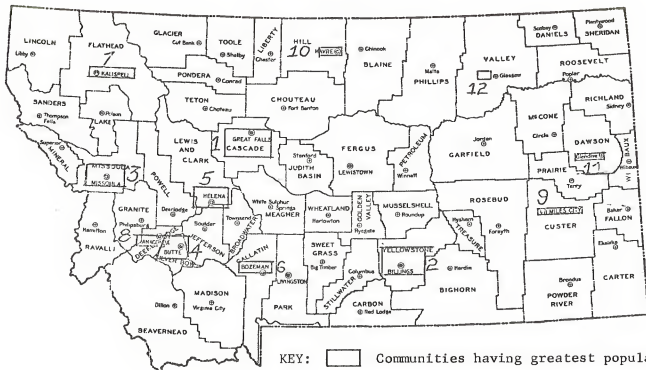


KEY:  Areas of high concentration of unemployment among the Indian population.

 Areas of high concentration of general unemployment.

C. Areas of high rate of general unemployment.

MONTANA.



- | | |
|----------------|---------------|
| 1. Great Falls | 7. Kalispell |
| 2. Billings | 8. Anaconda |
| 3. Missoula | 9. Miles City |
| 4. Butte | 10. Havre |
| 5. Helena | 11. Glendive |
| 6. Bozeman | 12. Glasgow |

F. Areas of greatest population density.

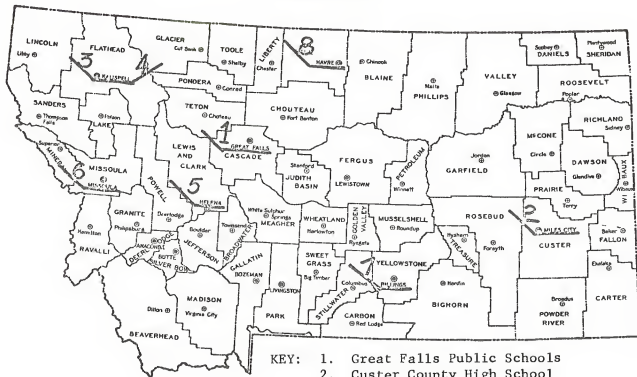
2.2 Number of Schools Conducting Vocational Education Programs.

<u>Number of Programs</u>	<u>Number of Schools</u>
1	43
2	34
3	11
4	9
5 or more	8
	<u>105</u>

Schools which have five or more vocational education programs are:

- Great Falls Public Schools
- Custer County High School
- Flathead High School
- Helena Public Schools
- Missoula County High School
- Billings Public Schools
- Flathead Valley Community College
- Northern Montana College

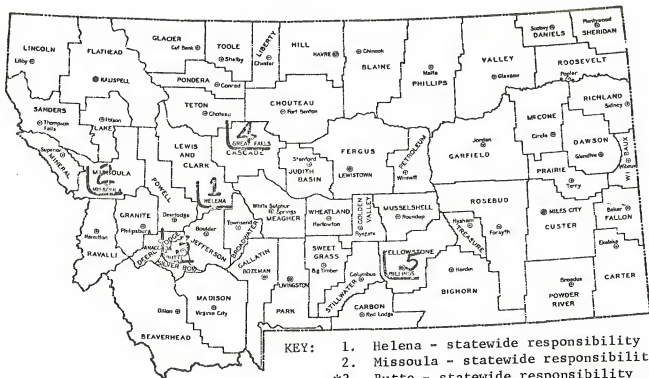
MONTANA.



- KEY:
1. Great Falls Public Schools
 2. Custer County High School
 3. Flathead High School
 4. Flathead Valley Community College
 5. Helena Public Schools
 6. Missoula County High School Unit
 7. Billings Public Schools
 8. Northern Montana College

2.21 Location of Schools Conducting Vocational Education Programs in Five or More Areas.

MONTANA.



- KEY:
1. Helena - statewide responsibility
 2. Missoula - statewide responsibility
 - *3. Butte - statewide responsibility
 - *4. Great Falls - statewide responsibility
 - *5. Billings - statewide responsibility

*Schools which will begin operation as state designated post-secondary vocational-technical education centers during fiscal year 1970. Butte will move into a new facility, Great Falls and Billings will operate in rented facilities and plan for construction.

3.0 Analysis of State's Population Relating to Vocational Education Needs.

Table 2 shows the population characteristics data used in determining vocational education needs in the state. Appropriate sources of data are those provided in 1.2 of this State Plan.

Table 2
Population Characteristics

		Latest Available Data	1970 (Estimated)	1974 (Projected)
1. General Population	(1960)	674,767	728,000	762,400
Urban		229,421	247,520	259,216
Rural		445,346	480,480	503,184
Race		23,617	25,480	26,684
2. Secondary	(1969)	64,187	65,520	68,616
Age Distribution	13-20 yrs	13-20 yrs	13-20 yrs	13-20 yrs
School Enrollment		64,187	65,520	68,616
3. Post-Secondary	(1969)	26,025	27,000	38,000
Age Distribution	15 yrs-up	15 yrs-up	15 yrs-up	15 yrs-up
College Enrollment		24,000	26,000	30,000
School Dropouts		1,275	1,300	5,150
4. Adult	(1968)			
Age Distribution	21-65	21-65	21-65	21-65
Unemployment		12,800	11,500	10,000
5. Disadvantaged-Unemployed	(1969)			
Unemployment (state total)		11,500	11,500	10,000
Family Income		9,129	9,200	5,500
Welfare		552	552	400
Minority Groups		2,807	2,807	2,000
6. Handicapped	(1969)			
Population		10,500	10,920	12,000
7. Consumer and Homemaking				
Education	(1969)			
Working Women		14,000	14,500	18,500
8. Private School Enrollment	(1968)	3,878	3,000	1,500
9. Other		0	0	0

4.0 Vocational Education Program Needs.

The statistical data and other information in Part II of this part of the State Plan identify and describe the vocational education needs which are to receive priority attention in terms of the target population (disadvantaged and handicapped), target areas (depressed areas, areas with high unemployment), and program emphasis (new careers, public service occupations).

A. Disadvantaged and Handicapped.

In making long-range program plan provisions, due consideration will be given to the needs of disadvantaged and handicapped persons. At least fifteen (15) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the act shall be used only for vocational education for disadvantaged persons and ten (10) percent of such allotment shall be used only for vocational education for handicapped persons.

The illustrations and tabulations included in 2.0 and 3.0 of this part clearly show the need for priority attention to the vocational education needs of the state for disadvantaged and handicapped individuals. As shown in Table 2 of 3.0, there are over 23,000 disadvantaged persons living in the state who are unemployed, have substandard family incomes, receive welfare assistance or belong to minority unemployed groups. There are over 10,000 handicapped persons living in the state, most of whom can be trained so that they may become productive citizens of society.

Target population groups of disadvantaged and handicapped persons for which special training programs and services will be implemented and conducted are those located on Indian reservations, in small communities or ranches which are geographically isolated from the community at large, in designated economically depressed areas, designated areas with large percentages of dropouts, areas of greatest population density, in-state hospitals and remedial type institutions and as identified according to 2.1-A, 2.1-D and 2.1-E.

B. Depressed and Unemployment Areas.

In making long-range program plan provisions, priority considerations will be given such target locations as depressed areas, areas with high general unemployment and areas with high youth unemployment. Emphasis is given to provide post-secondary vocational education programs in areas having a rate of youth unemployment higher than that of the general population, minority group unemployment and in areas having a school dropout rate in excess of the overall state school dropout rate. At least fifteen (15) percent of the total allotment for any fiscal year to the state of funds appropriated under Section 102(a) of the act will be used only for post-secondary vocational education.

The illustrations and tabulations included in 1.0, 2.0 and 3.0 of this part show the need for priority attention to the vocational education needs of the state for persons living in depressed areas and areas with high unemployment. According to 1.0, the average rate of unemployment in the state maintains approximately a one percent average above the national unemployment rate. The impact of unemployment on this state, basically an agricultural state with construction following in importance, is distributed unevenly among the various municipalities and geographic areas. The sharp variations in unemployment also reflect the dislocation which accompanies the rapidly changing manpower trends caused by technological change, the expansion of existing facilities and the deterioration of others and the perpetual change in the state's labor force. Target areas, such as those with the highest population density, are widely dispersed throughout the state. Special emphasis programs for these areas are to be designed to meet the needs of the diverse population groups in these areas which have distinct regional economic and cultural differences.

One of the main concerns in the state's labor force has been its youth. The number of mature youth entering the labor market has been increasing faster than have employment opportunities; consequently, many youth have left the state to seek employment. Depressed areas and areas with high unemployment are identified in 2.1-A, 2.1-B, 2.1-C, 2.1-D and 2.1-E of this part.

C. Program Emphasis.

Special consideration will be given the development of programs which will provide opportunities for students to train for emerging new careers and public service occupations. The major occupational constellation areas of the state which will provide new opportunities for employment include off-farm agriculture and agriculturally related occupations, construction, mining, trades, finance, insurance and real estate, service, transportation and utilities, government, manufacturing and forest products industries. Areas of fastest growth opportunities are those in off-farm agriculture, health occupations and services. Several new programs in the field of public service occupations are being planned and implemented in junior and community colleges, as well as designated post-secondary vocational-technical education centers. Additional identification of job opportunities is made in 1.0 of this part.

5.0 Vocational Education Objectives.

The following objectives, when achieved, will assure that substantial progress will be made toward meeting the vocational education needs of potential students relating to such factors as listed below.

Specific behavioral objectives, compatible with growth or reduction changes or other quantifiable measures for achievement, will be met.

5.1 Secondary.

Objectives	Outcomes Sought		
	Current Status	1970	1974
a. Percentage of secondary school students enrolled in vocational education.	24.0%	30.0%	50.0%
Urban	14.0%	18.0%	20.0%
Rural	10.0%	12.0%	30.0%
b. Percentage of secondary vocational students entering post-secondary vocational education programs.	10.34%	20.0%	35.0%
c. Total number of instructional programs (by OE Code).	418	520	1000
d. Percentage of students, available for work, placed in jobs following training.	30.04%	40.0%	60.0%
e. Vocational education completion rate (percent). (Leaving program with marketable skills.)	75.55%	80.0%	90.0%
f. Vocational student-guidance counselor ratio.	1 to 975	1 to 400	1 to 300
g. Other (specify).	0	0	0

5.2 Post-Secondary.

Objectives	Outcomes Sought		
	Current Status	1970	1974
a. Percentage of population age 15-24 enrolled in post-secondary vocational education.	1.5%	2.0%	10.0%
Urban	.5%	.68%	3.4%
Rural	.99%	1.32%	6.6%
b. Percentage of post-secondary (two-year) students enrolled in vocational education.	55.0%	66.0%	75.0%
c. Number of instructional programs.	42	58	175
d. Percentage of students, available for work, placed in jobs following training.	60.0%	75.0%	80.0%
e. Number of instructional programs for emerging occupations.	3	5	20
f. Vocational student-guidance counselor ratio.	1 to 486	1 to 400	1 to 300
g. Other (specify).	0	0	0

5.3 Adult.

Objectives	Outcomes Sought		
	Current Status	1970	1974
a. Percentage of population age 16-64 enrolled in adult vocational education.	1.14%	3.0%	15.0%
Urban	1.0%	2.5%	10.0%
Rural	.14%	.5%	5.0%
b. Total number of instructional programs.	126	150	400
c. Number of new instructional programs.	4	7	28
d. Vocational education completion rate (percent).	75.0%	80.0%	85.0%
e. Other (specify).	0	0	0

5.4 Disadvantaged.

Objectives	Outcomes Sought		
	Current Status	1970	1974
a. Percentage of disadvantaged population (by level) enrolled in vocational education.			
Secondary	.0%	.5%	5.0%
Post-Secondary	.0%	2.0%	10.0%
Adult	.5%	3.0%	12.0%
b. Number of instructional programs (separate and integrated).	2	12	50
c. Number of students enrolled in D.E. cooperative programs.	0	50	300
d. Number of students enrolled in work-study programs.	0	100	500
e. Other (specify).	0	0	0

5.5 Handicapped.

Objectives	Outcomes Sought		
	Current Status	1970	1974
a. Percentage of handicapped population (by level) enrolled in vocational education.			
Secondary	1.0%	1.0%	2.0%
Post-secondary	.5%	2.0%	5.0%
Adult	.5%	2.0%	10.0%
b. Number of instructional programs (separate and integrated).	15	30	60
c. Number of students enrolled in cooperative programs.	150	300	600
d. Number of students enrolled in vocational work-study programs.	0	100	300
e. Other (specify).	0	0	0

5.6 Special Programs.5.61 Research.

Identify objectives for research to be carried out during the year.

State's Priorities	Year Initiated				
	1970	1971	1972	1973	1974
a. Post-secondary graduates follow-up.	x	x	x	x	x
b. Survey on curriculum, based on job opportunities.		x	x	x	x
c. Identification of handicapped, disadvantaged and unemployed youth.	x	x	x	x	x
d. Fifth year employment success survey.					x
e. Needs for adult's continuing education.			x	x	x
f. Identification of type of residential school to meet needs.	x	x	x	x	x
g. Follow-up on success of consumer and homemaking programs.			x	x	x

5.62 Exemplary Programs.

Objectives	Outcomes Sought		
	Current Status	1970	1974
a. Number of projects.	0	2	10
b. Number of youth served by programs.	0	150	600
c. Number of nonprofit private school students participating.	0	20	100
d. Other (specify).	0	0	0

5.63 State Residential Vocational Schools.

Objectives	Outcomes Sought		
	Current Status	1970	1974
a. Number of schools.	0	0	5
b. Number of students to be served.	0	0	600
c. Other. Residential schools located near an area having a high concentration of minority race population.	0	0	1

5.64 Consumer and Homemaking Education.

Objectives	Outcomes Sought		
	Current Status	1970	1974
a. Number of programs serving youth in economically depressed areas.	14	15	20
b. Number of programs serving adults in economically depressed areas.	4	8	25
c. Number of programs serving youth. Number of programs emphasizing consumer education.	64	68	120
d. Number of programs serving adults. Number of programs emphasizing consumer education.	15	25	50
e. Other (specify).	0	0	0

5.65 Cooperative Education.

Objectives	Outcomes Sought				
	Current Status	1970		1974	
		Part B*	Part G*	Part B*	Part G*
a. Number of programs	24	21	12	25	35
b. Number of secondary schools offering programs.	23	19	10	22	29
c. Number of post-secondary schools offering programs.	1	3	2	3	6
d. Number of employers participating.	400	320	160	350	380
e. Percentage of secondary vocational students enrolled.	2.0%	2.0%	1.0%	2.0%	3.0%
f. Percentage of post-secondary vocational students enrolled.	1.0%	2.0%	1.0%	2.0%	3.0%
g. Other (specify).	0	0	0	0	0

5.66 Work-Study.

Objectives	Outcomes Sought		
	Current Status	1970	1974
a. Number of secondary schools.	8	10	15
b. Number of post-secondary schools offering programs.	1	5	9
c. Percentage of secondary vocational students enrolled.	.5%	2.0%	5.0%
d. Percentage of post-secondary vocational students enrolled.	1.8%	5.0%	10.0%
e. Other (specify).	0	0	0

*These programs are funded according to Part B or Part G of the act.

6.0 Analysis of State's Vocational Education Programs.

Table 3

Vocational Education Enrollment

Level of Program	Projected Enrollment				
	1970	1971	1972	1973	1974
Secondary					
Grades 9-12	15,800	18,800	22,000	24,800	27,550
Grade 8 and below	150	300	500	1,000	2,000
Post-Secondary	2,000	3,000	5,000	6,000	7,000
Adult	4,000	4,500	5,000	5,500	6,000
TOTAL	21,950	26,600	32,500	37,300	42,550
Special Programs					
Disadvantaged.....Total	575	1,100	1,800	2,300	2,990
Secondary	50	150	350	450	600
Post-Secondary	200	400	650	800	1,090
Adult	325	550	800	1,050	1,300
Handicapped.....Total	200	500	850	1,200	1,562
Secondary	100	100	150	175	200
Post-Secondary	50	200	300	375	454
Adult	50	200	400	650	908
Cooperative Program.Total (Part G programs only)	1,050	1,370	1,650	2,100	2,400
Secondary	1,000	1,300	1,500	1,800	2,000
Post-Secondary	50	70	150	300	400
Group Guidance.....Total (Prevocational)	4,000	6,000	8,000	12,000	20,000
Work-Study.....Total	1,750	2,300	3,150	3,600	3,900
Secondary	1,300	1,800	2,500	2,800	3,000
Post-Secondary	450	500	650	800	900
Consumer and Homemaking Education.....Total	7,500	8,000	8,500	9,000	9,650
Secondary	5,550	5,850	6,150	6,450	6,800
Post-Secondary	150	200	250	300	350
Adult	1,800	1,950	2,100	2,250	2,500

Table 4

Number of Schools Offering Vocational Education

Type of School	1970	1974
Specialized Secondary	-	-
Post-Secondary Vocational-Technical (State designated center)	5	5
Regular or Comprehensive Secondary	115	120
Junior or Community College	3	3
College or University	3	4
Secondary-Post-Secondary Combination	2	2
Other Public Institution	-	-
Private (under contract)	-	-
TOTAL	128	134

Table 5

Construction Projects

	1970	1971	1972	1973	1974
Area Vocational Schools (as defined in the 1968 Amendments)	1	1	1	1	2
Construction Projects Planned					
Expansion, Alteration, and Remodeling	-	-	1	1	1
New Construction	1	1	-	-	1
Acquisition	-	-	-	-	-

Table 6

Number of Teachers of Vocational Education

Program	1970					1974				
	Level of Program					Level of Program				
	S	PS	A	D	H	S	PS	A	D	H
Agriculture										
Production	60	1	0	0	0	65	4	0	3	1
Off-farm	0	5	0	0	0	3	8	2	0	0
Distribution and Marketing	18	3	4	1	1	25	10	10	5	3
Health	0	13	8	1	0	5	25	20	3	2
Home Economics										
Consumer and Homemaking Education	92	4	44	5	3	110	12	55	8	6
Wage Earning	12	6	5	4	3	30	12	10	10	8
Office	48	15	4	2	2	70	30	12	7	5
Public Service	0	1	6	0	0	0	2	12	0	0
Technical	19	15	2	0	0	15	30	10	2	1
Trades and Industry	43	22	55	2	2	55	60	90	12	8
Group Guidance (Prevocational)	12	0	4	3	1	25	10	15	5	3
Remedial	5	5	5	2	1	10	15	15	6	4
Total (Unduplicated) ^{1/}	309	90	137	20	13	413	218	251	61	41

^{1/} Teacher counted only once even though teaching in more than one area.

Table 7
Teacher Training Enrollment

Program	Level of Program	1970	1974
Agriculture Production ^{1/} Off-farm ^{1/}	Preservice	65	85
	Inservice	60	70
	Preservice	0	10
	Inservice	0	10
Cooperative ^{1/}	Preservice	Included in Service Area	
	Inservice		
Distribution and Marketing	Preservice	35	50
	Inservice	10	20
Guidance and Counseling	Preservice	23	45
	Inservice	16	52
Health	Preservice	0	50
	Inservice	0	35
Home Economics Consumer and Homemaking ^{1/} Wage Earning ^{1/}	Preservice	325	510
	Inservice	50	75
	Preservice	20	40
	Inservice	75	85
Office	Preservice	160	180
	Inservice	20	50
Public Service	Preservice	0	25
	Inservice	6	10
Disadvantaged	Preservice	15	20
	Inservice	15	20
Handicapped	Preservice	15	20
	Inservice	15	20
Technical	Preservice	25	30
	Inservice	30	40
Trades and Industry	Preservice	59	60
	Inservice	40	50
Remedial	Preservice	0	20
	Inservice	15	20
Vocational Education Administration	Preservice	0	20
	Inservice	30	40
Totals	Preservice	742	1,165
	Inservice	382	597

^{1/} Enrollment counted only once, even though prepared for two programs; i.e., consumer and homemaking education and home economics wage earning.

Table 8

Estimates of Funds Needed for Vocational Education

Program/Purpose	Funds	1970	1971 2/	1972 2/	1973 2/	1974 2/
State Programs	Total	5,750,040	19,295,000	23,460,000	27,180,000	31,150,000
Part B	Federal	971,393	9,647,000	11,730,000	13,590,000	15,575,000
	S & L	4,778,647	9,648,000	11,730,000	13,590,000	15,575,000
Secondary	Total					
	(F,S,L)	2,342,000	7,600,000	8,400,000	9,200,000	9,200,000
Post-Secondary	Total	1,730,720	5,000,000	7,000,000	7,800,000	9,000,000
Adult	Total	188,526	375,000	400,000	430,000	500,000
Disadvantaged	Total	295,720	800,000	1,400,000	1,800,000	2,000,000
Handicapped	Total	234,650	750,000	1,300,000	1,700,000	1,900,000
Construction	Total	-0-	3,000,000	3,000,000	4,000,000	4,000,000
Guidance and Counseling	Total	268,500	600,000	700,000	850,000	1,000,000
Contracted Instruction ^{1/}	Total	35,000	350,000	400,000	500,000	500,000
Ancillary Services	Total	654,924	820,000	860,000	900,000	950,000
Research and Training	Total	59,000	200,000	250,000	250,000	300,000
Part C	Federal	22,000	150,000	187,500	187,500	225,000
	S & L	37,000	50,000	62,500	62,500	75,000
Exemplary Programs	Total	154,684	750,000	900,000	1,000,000	1,100,000
Part D	Federal	104,684	500,000	600,000	700,000	800,000
	S & L	50,000	250,000	300,000	300,000	300,000
Residential Schools -	Total	-0-	3,000,000	3,000,000	3,000,000	3,000,000
State Programs	Federal	-0-	2,700,000	2,700,000	2,700,000	2,700,000
Part E	S & L	-0-	300,000	300,000	300,000	300,000
Consumer and Homemaking	Total	189,295	645,000	730,000	825,000	950,000
Education	Federal	61,295	165,000	180,000	200,000	250,000
Part F	S & L	128,000	480,000	550,000	625,000	700,000

Table 8 -- contd.

Program/Purpose	Funds	1970	1971 2/	1972 2/	1973 2/	1974 2/
Cooperative Education Part G	Total	267,138	350,000	400,000	450,000	500,000
	Federal	213,138	225,000	275,000	325,000	375,000
	S & L	54,000	125,000	125,000	125,000	125,000
Work-Study Part H	Total	-0-	100,000	150,000	150,000	200,000
	Federal	-0-	80,000	120,000	120,000	160,000
	S & L	-0-	20,000	30,000	30,000	40,000
Grand Total	Total	6,420,157	24,340,000	28,890,000	32,855,000	37,200,000
	Federal	1,372,510	13,467,000	15,792,500	17,822,500	20,085,000
	S & L	5,047,647	10,873,000	13,097,500	15,032,500	17,115,000

1/ Funds allocated by purpose, except construction, which are to be contracted. Amounts not included in the grand total at bottom.

2/ These are realistic estimates of funds NEEDED to correct deficiencies in funding of past years, to construct and adequately equip post-secondary vocational-technical education centers and to expand vocational education programs and services throughout the state.



Part III

ANNUAL PROGRAM PLAN PROVISIONS

1.0 General.

The contents of the annual program plan for the state set forth the program, services and activities to be carried out by the various local school districts of the state in attaining the vocational education needs as defined in the long-range program objectives. The plan is described in terms of data and information which can be qualified and evaluated objectively. This part identifies prepared allocation of funds; programs, services and activities to be carried out; enrollments; characteristics of persons to be served; staff resources; administrative and other related ancillary support services; vocational guidance and counseling services and construction of post-secondary vocational-technical education center facilities.

1.1 Summary of Allocation of Funds.Table 1State MontanaFiscal Year 1970Estimated Allocation of Funds
for State Vocational Education Programs

Program/Purpose	Total Funds	Federal Funds	State Funds	Local Funds
Part B State Programs				
Secondary.....	\$ 2,342,000	\$ 310,000	\$ 332,000	\$ 1,700,000
Post-Secondary.....	1,730,720	145,720	1,300,000	285,000
Adult.....	188,526	49,776	50,000	88,750
Disadvantaged.....	295,720	145,720	-0-	150,000
Handicapped.....	234,650	97,150	-0-	137,500
Contracted Instruction.....	35,000	10,000	10,000	15,000
Guidance and Counseling.....	268,500	40,000	71,000	157,500
Construction of Area Vocational Schools....	-0-	-0-	-0-	-0-
Ancillary Services (Total)	654,924	173,027	206,897	275,000
Administration and Supervision.....	420,924	147,027	148,897	125,000
Evaluation.....	26,000	6,000	10,000	10,000
Teacher Training.....	208,000	20,000	48,000	140,000
Research and Demonstration Projects....	-0-	-0-	-0-	-0-
Curriculum Development.....	-0-	-0-	-0-	-0-
Total (Part B)	\$ 5,750,040	\$ 971,393	\$ 1,969,897	\$ 2,808,750
Section 102(b) State Programs				
Disadvantaged.....	\$ -0-	\$ -0-	\$ -0-	\$ -0-

Note: Estimate of expenditures as projected in accordance with the policies and procedures in the State Plan.

Table 1--contd.

State MontanaFiscal Year 1970Estimated Allocation of Funds
for State Vocational Education Programs

Program/Purpose	Total Funds	Federal Funds	State Funds	Local Funds
Part C Research (Total)	\$ 59,000	\$ 22,000	\$ 22,000	\$ 15,000
RCU	44,000	22,000	22,000	-0-
Grants and Contracts	15,000	-0-	-0-	15,000
Part D Exemplary Programs (Total)	\$ 154,684	\$ 104,684	\$ -0-	\$ 50,000
Planning	22,684	10,684	-0-	12,000
Operating	132,000	94,000	-0-	38,000
Part E Residential (State) (Total)	\$ -0-	\$ -0-	\$ -0-	\$ -0-
Planning	-0-	-0-	-0-	-0-
Construction	-0-	-0-	-0-	-0-
Operation	-0-	-0-	-0-	-0-
Part F Consumer and Homemaking (Total)	\$ 189,295	\$ 61,295	\$ -0-	\$ 128,000
Instruction	180,000	60,000	-0-	120,000
Ancillary	9,295	1,295	-0-	8,000
Part G Cooperative Programs (Total)	\$ 267,138	\$ 213,138	\$ -0-	\$ 54,000
Instruction	215,334	167,000	-0-	48,334
Ancillary	51,804	46,138	-0-	5,666
Part H Work-Study (Total)	\$ -0-	\$ -0-	\$ -0-	\$ -0-
Student Compensation	-0-	-0-	-0-	-0-
Administration	-0-	-0-	-0-	-0-

-3-

Note: Estimate of expenditures as projected in accordance with the policies and procedures in the State Plan.

1.1

1.2 Transfer of Allotments.

State Montana

Fiscal Year 1970

Request for Transfer of Federal
Funds Allotted under Section 102(a)

Allotment from which transfer is to be made	Allotment to which transfer is to be made	Amount
Part B	Part C	\$ -0-
	D	-0-
	E	-0-
	F	-0-
	G	-0-
	H	-0-
	Part C	Part B
D		-0-
E		-0-
F		-0-
G		-0-
H		-0-

Explanation of transfer: Indicate how the annual plan will be affected by the transfer and provide information which assures consideration of criteria in Regulation § 102.156(b).

(Continue on back of sheet)

(Date)

(Signed)

(Title)

1.3 Other Vocational Education Programs.

Other federal and/or state vocational education programs which have components of, are related to, or are in addition to programs in this State Plan include those under Titles I and III of the Elementary and Secondary Education Act of 1965, Neighborhood Youth Corps, Job Corps, Community Action Program, Cooperative Area Manpower Planning System, Manpower Development and Training Act, Adult Basic Education, Bureau of Indian Affairs and Model Cities. In many communities of the state these programs are administered through the local school district and are conducted jointly between the school and the cooperating agency or among several agencies.

2.0 State Vocational Education Programs.

2.1 Instructional Programs.

2.11 Summary.

Programs to be conducted under Part B, Section 102(a) of the act are agriculture, distribution and marketing, health, home economics (consumer and homemaking, wage earning), office, technical and trades and industry. These programs are identified in Tables 2 and 3 by name and U. S. Office of Education code and are included in Tables 1 and 4.

2.11 Summary.

Table 2

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Instructional Program (OE Code)	Purpose ^{1/} (1)-(4) (A), (4) (B), (6)	Number of Programs		Number of Teachers ^{2/}	Estimated Enrollment	Est. No. to Complete FY 1970
		Continuing	Expanded			
01.0000 Agriculture						
01.0100	S (D) (H)	59	20	60	2,650	460
	PS (D) (H)	1	0	2	70	20
	A (D) (H)	20	2	20	400	350
01.0200	PS (D) (H)	1	1	2	30	20
01.0300	S (D)	5	5	10	100	80
	PS (D)	1	1	3	80	20
	A (D)	5	0	5	75	60
01.0700	S (D)	1	1	2	60	30
	PS (D) (H)	1	1	2	40	25
04.0000 Distribution & Marketing						
	S (C) (D) (H)	15	3	20	1,150	600
	PS (C) (D) (H)	3	2	3	90	35
	A (D) (H)	2	0	2	60	60
07.0000 Health						
07.0101	PS (C) (D) (H)	1	0	2	20	16
07.0200 (med. sec.)	PS (C) (D) (H)	1	1	2	40	35
07.0203	PS (C) (D) (H)	1	1	2	40	35
07.0205	PS (C) (D) (H)	7	1	12	160	140
	A	2	2	4	100	90
07.0206	PS (C) (D) (H)	1	1	2	40	35
	A	1	3	4	100	90
07.0215	PS (C) (D) (H)	1	1	2	40	35

Table 2--contd.

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Instructional Program (OE Code)	Purpose ^{1/} (1)-(4) (A), (4) (B), (6)	Number of Programs		Number of Teachers ^{2/}	Estimated Enrollment	Est. No. to Complete FY 1970
		Continuing	Expanded			
09.0000 Home Economics						
09.0101	S (D) (H)	66	5	89	5,240	1,200
09.0201	S (D)	2	1	3	40	30
09.0202	S (D) (H)	4	2	4	90	70
	PS (D) (C) (H)	1	1	2	30	25
	A (D) (H)	1	1	1	30	25
09.0203	S (D) (C)	5	2	7	100	85
	A (D) (H)	16	16	40 (5)	1,400	1,100
09.0204	S (D) (H)	1	1	2	30	25
	A (D) (H)	1	1	2	30	25
09.0206	S (D) (H)	1	0	1	15	12
14.0000 Office						
14.0300	S	20	7	28	954	600
14.0700	S (C)	6	3	6	200	200
	S (D) (H)	1	0	1	15	10
	PS	7	3	15	300	200
	A	5	0	5	400	300
	PS (D)	3	0	3	60	40
14.0200	PS (D)	3	1	4	80	65
14.0700	PS (D)	3	1	4	80	65
16.0000 Technical						
16.0107	S	1	1	2	42	32
	PS (D)	1	1	3	40	30
16.0108	S	5	2	7	120	40
	PS (D) (H)	5	3	8	140	70
	A (D) (H)	2	1	3	50	40

Table 2--contd.

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Instructional Program (OE Code)	Purpose 1/ (1)-(4) (A), (4) (B), (6)	Number of Programs		Number of Teachers 2/	Estimated Enrollment	Est. No. to Complete FY 1970
		Continuing	Expanded			
16.0000 Technical-- contd.						
16.0113	PS	2	1	3	50	40
16.0199	S (D) (H)	3	1	3	76	20
	PS (D) (H)	8	1	9	175	50
16.0502	PS (D)	1	1	3	40	10
	A (D)	2	1	3	80	70
16.0504	S (D)	1	1	2	47	18
	PS (D) (H)	2	0	2	80	35
16.0506	S (D)	1	0	1	10	8
16.0599	A (D)	1	1	2	40	35
17.0000 Trades and Industry						
17.0300	S (D) (H)	3	0	3	55	50
	PS (D) (H)	2	0	1	30	25
17.0301	A (D)	1	0	1	15	14
	PS (D)	0	1	1	15	14
17.0302	S (D)	9	1	9	185	170
	PS (D)	1	0	1	50	45
	A (D)	3	1	4	70	60
17.0303	S	2	0	2	35	34
17.0500	PS (D) (H)	1	1	2	40	35
	A (D) (H)	3	1	4	80	75
17.1001	S	3	0	3	50	45
	A (D)	8	3	11	130	110
17.1002	A (D)	2	1	3	45	35

Table 2--contd.

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

Instructional Program (OE Code)	Purpose 1/ (1)-(4) (A), (4) (B), (6)	Number of Programs		Number of Teachers 2/	Estimated Enrollment	Est. No. to Complete FY 1970
		Continuing	Expanded			
17.0000 Trades--contd.						
17.1005	A (D) (H)	1	0	1	15	10
17.1007	A (D)	17	0	17	175	165
17.1099	S (D)	20	0	20	445	420
	A (D) (H)	3	0	3	45	44
17.1200	A (D)	2	0	2	40	38
17.1300	S (D) (H)	2	0	2	45	44
17.1499	A (D) (H)	2	0	2	25	24
17.1501	A (D) (H)	1	0	1	23	20
17.1502	A (D) (H)	1	0	1	26	25
17.1800	S	2	0	2	53	51
17.1900	S (D) (H)	1	1	2	34	32
17.2300	A (D)	1	0	1	20	18
17.2302	S (D)	1	0	1	15	14
	PS (D) (H)	1	0	1	15	14
	A (D) (H)	1	0	1	10	9
17.2303	S (D)	2	0	2	35	34
17.2304	S (D)	2	0	2	35	30
	PS (D)	1	1	2	40	35
	A	1	0	1	15	14
17.2305	A	1	0	1	20	18
17.2306	S (D)	5	1	6	100	90
	PS (D) (H)	3	1	4	60	55
	A (D) (H)	8	2	10	140	130
17.3000	A (D) (H)	1	0	1	15	14
17.3100	PS (D) (H)	1	1	2	30	25
17.3601	S (D)	4	1	5	75	68
17.3700	A (D) (H)	1	0	1	10	9

Table 2--contd.

Instructional Programs Planned Which Are Continuing or Expanding in FY 1970

1/ Purpose as identified in Section 122, Subsections (1) through 4(A), 4(B) and (6) of Public Law 90-576, the Vocational Education Amendments of 1968.

S - Secondary

(D) - Disadvantaged

(C) - Cooperative under Part B

PS - Post-Secondary

(H) - Handicapped

(G) - Cooperative under Part G

A - Adult

2/ Those teachers previously counted in another purpose are indicated in parentheses.

2.11 Summary.

Table 3

New Instructional Programs Planned in FY 1970

Instructional Program (OE Code)	Purpose 1/ (1)-(4) (A), (4) (B), (6)	Number of Programs	Number of Teachers 2/	Estimated Enrollment	Est. No. to Complete FY 1970
01.0000 Agriculture					
01.0100	S (D) (H)	2	2	70	0
01.0500	PS (D) (H)	1	1	20	18
04.0000 Distribution and Marketing					
	S (C) (D) (H)	2	2	40	40
	PS (C) (D) (H)	1	1	20	20
	A (D) (H)	2	2	40	30
07.0000 Health					
07.0101	A (D) (H)	1	1	20	18
07.0204	PS (C) (D)	1	1	20	15
07.0208	PS (C) (D)	1	1	20	15
09.0000 Home Economics					
09.0101	S	16	25	400	392
09.0201	PS (D)	3	3	60	54
09.0202	PS (D) (C) (H)	7	7	140	137
09.0203	S	3	3	60	58
	PS (D) (C) (H)	2	2	40	37
09.0204	PS (D) (C) (H)	2	2	38	35
09.0205	S (D) (H)	2	2	40	37
	PS (D) (H)	2	2	44	40
09.0299	PS	4	2	40	31

Table 3--contd.

New Instructional Programs Planned in FY 1970

Instructional Program (OE Code)	Purpose <u>1/</u> (1)-(4) (A), (4) (B), (6)	Number of Programs	Number of Teachers <u>2/</u>	Estimated Enrollment	Est. No. to Complete FY 1970
14.0000 Office					
14.0300	S	10	10	200	150
14.0700	S (C)	5	5	100	75
	PS (D) (H)	2	4	60	40
	A	2	2	30	30
14.0200	PS (D) (C)	2	2	40	30
14.0700	PS (D) (C) (H)	2	2	50	40
16.0000 Technical					
16.0106	PS (D)	1	1	15	10
16.0108	S	1	1	20	0
	PS (D) (C) (H)	2	2	30	0
	A (D) (H)	1	1	15	9
16.0116	PS (D) (C) (H)	1	1	20	0
16.0199	S	2	2	40	20
	PS (D) (C) (H)	2	1	40	20
	A (D) (H)	5	5	75	60
16.0506	PS (D)	2	2	40	35
16.0599	A	2	1	30	25
17.0000 Trades and Industry					
17.0500	A (D) (H)	2	2	30	28
17.0600	PS (D) (H)	1	1	18	17
17.0700	PS (D) (H)	1	1	20	19
17.1003	PS (D)	2	2	40	38
17.1200	PS (D)	1	1	20	18

Table 3--contd.

New Instructional Programs Planned in FY 1970

Instructional Program (OE Code)	Purpose <u>1/</u> (1)-(4) (A), (4) (B), (6)	Number of Programs	Number of Teachers <u>2/</u>	Estimated Enrollment	Est. No. to Complete FY 1970
17.1300--contd.	S (D) (H)	2	2	50	45
	PS (D) (H)	2	2	45	43
	A (D) (H)	2	2	30	28
17.1302	S	2	2	40	35
	PS	1	1	20	18
	A	1	1	15	14
17.1499	A (D) (H)	1	1	15	14
17.1501	PS (D) (H)	1	1	18	17
17.1700	PS (D)	1	1	15	15
17.2304	A (D) (H)	2	2	30	25
17.2306	A (D)	2	2	30	25
17.2802	PS (D)	2	2	40	35
17.3100	S (D) (H)	1	1	20	18
	PS (D) (C) (H)	1	1	20	19

1/ Purpose as identified in Section 122, Subsections (1) through 4(A), 4(B) and (6) of Public Law 90-576, the Vocational Education Amendments of 1968.

S - Secondary
PS - Post-Secondary
A - Adult

(D) - Disadvantaged
(H) - Handicapped

(C) - Cooperative under Part B
(G) - Cooperative under Part G

2/ Those teachers previously counted in another purpose are indicated in parentheses.

2.11 Summary.Table 4

Summary of Instructional Programs Planned

Purpose	Number of Programs			No. of Teachers	Estimated Enrollment	Estimated No. Completing
	Continuing	Expanded	New			
(1) Secondary (S)	253	59	48	364	13,181	5,472
(2) Post-Secondary (PS)	62	27	51	150	2,608	2,035
(3) Adult (A)	116	36	23	179	4,079	3,383
(4) (A) Disadvantaged (D)	6	2	15	29	580	450
(B) Handicapped (H)	20	5	5	20	200	180
(5) Guidance and Counseling (pre-vocational instruction (PV))	2	3	5	10	-0-	-0-
TOTALS	459	132	147	752	20,648	11,520

2.12 Persons to be Served.

Funds shall be allocated to serve the vocational education needs of the five categories of individuals identified as secondary, post-secondary, adult, disadvantaged and handicapped persons pursuant to the criteria described in 3.1 of Part I and 3.0 and 4.0 of Part II and the objectives relating to such persons set forth in 5.0 and 6.0 of the long-range program of the State Plan. Persons to be served are those identified in Tables 2, 3 and 4, as well as in 2.12-1 through 2.12-5 following.

2.12-1 Secondary.

Secondary persons are those attending a high school. Federal funds appropriated and allotted to the state for the purpose of Part B of the act may be used for vocational education programs, services and activities for persons attending high school. Since many of the state's youth are geographically isolated, special emphasis will be placed on developing prevocational and vocational courses in small high schools for students who would not otherwise have an opportunity to enroll in vocational education courses. Small secondary schools located near a designated post-secondary vocational-technical education center shall develop programs so as to prepare students for further and advanced training. Each local district in which a center is located shall develop a broad base of prevocational and vocational offerings. Since secondary students continue to constitute the largest single enrollment group in vocational education, a proportionate amount of funding will be allotted for programs on the secondary level.

2.12-2 Post-Secondary.

Post-secondary persons are those who have completed or left high school and who are available for study in preparation for entering the labor market. Although some unemployment exists in the state, many job opportunities exist for which there is a shortage of trained personnel.

Prior to the year 1969, few opportunities existed in the state for post-secondary vocational education. The 41st Legislative Assembly directed the State Board to designate five post-secondary vocational-technical education centers. The State Board was also charged with the responsibility of accepting and acting upon all budget and program proposals of the post-secondary vocational-technical education centers. Additional post-secondary educational opportunities may be offered by secondary schools, junior and community colleges, and by units of the Montana University System, as well as by contract with other agencies.

The proposed allocation of funds shown in Table I of Part III of the State Plan reflects the support, particularly in state funds, for post-secondary vocational-technical education programs in fiscal year 1970.

2.12-3 Adult.

Adult persons are those who have entered the labor market and need training or retraining to achieve stability in advancement in employment. Opportunities for upgrading and retraining will be available through secondary schools, post-secondary centers, junior and community colleges, and units of the Montana University System, as well as by contract with other agencies.

2.12-4 Disadvantaged Persons.

Disadvantaged persons are those who are socio-economically handicapped, correctional institution inmates, elderly, migrant workers, juvenile delinquents, school dropouts, members of racial or linguistic minority groups and those who are geographically isolated pursuant to 4.0 of Part I of the State Plan. These persons will be served as part of a regular vocational education class when such classes meet their needs. However, if certain individuals cannot benefit from such instruction, special courses will be established. Courses for the disadvantaged may be conducted in secondary schools, post-secondary centers, junior or community colleges or units of the Montana University System, as well as by contract with other agencies. Cooperation will be maintained with appropriate agencies dealing with such persons.

2.12-5 Handicapped Persons.

Handicapped persons are those who are mentally retarded; who have physical handicaps such as impaired hearing, impaired speech and blindness; who are emotionally disturbed or who have specific learning disabilities. These persons will be generally served by the implementation and operation of special courses or special training from which they can benefit. Cooperation will be maintained with appropriate agencies dealing with such persons.

2.13 Areas to be Served.

Allocation of funds will be according to needs of persons living in areas which are designated as depressed, with high rates of unemployment of youth, with high rates of general unemployment, with high rates of school dropouts and those of greatest population density as described in 2.1 of the long-range program plan in Part II of the State Plan.

2.13-1 Economically Depressed and High Unemployment Areas.

High unemployment rates exist in Cascade and Silver Bow Counties and in areas of high concentration of Indian population groups. Most of the major areas of the state are served by Community Action Programs. Special consideration will be given to providing vocational education programs for persons of these areas.

2.13-2 Areas of High Youth Unemployment and School Dropouts.

Since most of the state's population is located in seven counties, a greater total amount of youth unemployment and school dropouts exist in these areas. Youth unemployment and school dropout rates among minority race groups are several times higher than among the general population. Approximately 23 percent of the unemployed are individuals who have dropped out of school. It is estimated that a major portion of this group will need basic education and prevocational training to bring them up to a level where they will be able to function adequately in an occupational training program. Special consideration will be given to providing vocational education programs for persons in these areas.

2.13-3 Areas of High Population Density.

There are no large areas of population density in the state. Only five cities have a population of over 25,000 persons. Post-secondary vocational-technical education centers are located in the above mentioned five chief population centers and proportionate vocational-technical education activities exist in these areas.

2.14 Occupational Offerings.

Instructional program offerings were determined through data made available by the Montana Employment Security Commission, the Research Coordinating Unit, the Office of the Superintendent of Public Instruction, and other appropriate agencies regarding manpower needs and job opportunities pursuant to 1.0 of Part II of the State Plan.

2.15 Vocational Instruction Under Contract.

Vocational education will be generally conducted through established public school agencies. Instruction under contract will be carried out when it is deemed by the State Board that no existing public school agency can adequately and efficiently carry out the functions and objectives of the proposed project. Contracts between local school agencies and other agencies may be entered into pursuant to the conditions established in Part I of the State Plan.

The allocation of funds shown in Table I of this part for programs under contract with the State Board or local educational agencies, will be used to carry out the above functions and objectives.

2.2 Vocational Guidance and Counseling Programs.

Allocation of funds will be made to train teachers in vocational guidance, and a significant portion of the allotted funds for this purpose will be used for inservice training, group guidance and for guidance and counseling services. Because of the nature of the population groups served under the act, it becomes imperative that guidance and counseling play an important role to affect meaningful choices by all population groups as to vocational programs suited to their needs and which programs will provide training and skills for employment opportunities.

2.3 Construction of Designated Post-Secondary Vocational-Technical Education Schools.

2.31 Projects Planned.

Table 5

Construction Projects on Which Construction May Start in Coming Year

Name and Address County and Cong. District	Type of School <u>1/</u>	Vocational Programs (Ag.,DE,etc.)	Level Programs <u>2/</u>	Estimated Beginning Constr. Date	Estimated Completion Date	Total Cost of Project Eligible under 1968 Act	Bldg. Capac- ity <u>3/</u>	Type of Construc- tion <u>4/</u>
Cascade County, Great Falls High School, District A, 2nd Congressional District	T	Ag.,DE,T&I, Tech., Health, Office, Home Ec (wage- earning)	PS, A, D, H	March 1970	September 1972	\$3,000,000	2,000	N

-20-

1/ Code:

SS - Specialized Secondary
T - Vocational-Technical Post-Secondary
HS - Regular or Comprehensive Secondary
JC - Junior or Community College
U - University or College
SPS - Secondary-Post-Secondary Combination
R - Residential Vocational Schools

3/ Vocational student capacity at any one time.

2/ Code:

S - Secondary
PS - Post-Secondary
A - Adult
D - Disadvantaged
H - Handicapped

4/ Code:

A - Acquisition of Buildings
E - Expansion, Alteration or Remodeling
N - New Construction

2.3

2.32 Need for Construction of Post-Secondary Vocational-Technical Education Centers.

Five post-secondary vocational-technical education centers have been designated to be located in the five largest population centers of the state. Three center facilities have been constructed and will soon be filled to capacity. Plans are to enlarge these facilities to meet the needs of rapidly increasing enrollments. The two largest population centers have not yet constructed facilities, but plans are to construct facilities in these two communities to accommodate the needs for post-secondary education as soon as is practicable. During fiscal year 1970, post-secondary programs will be conducted in rented facilities in the two largest areas mentioned above.

2.4 Ancillary Services and Activities.

2.41 Administration and Supervision.

Because of the far reaching impact that must be made and the responsibility for affecting vocational education to all population groups at all levels, it becomes imperative to involve more personnel and staff. Effective planning and implementing of vocational education program activities and services will require additional staff. The State Superintendent of Public Instruction will employ additional staff to enable proper planning and implementation of the State Plan. (See 2.41 of Appendix I.)

2.42 Evaluation.

Evaluation and follow-up activities will be performed annually and also on a three-year period and a five-year period. Other evaluation and follow-up studies will be made as the State Superintendent of Public Instruction deems necessary. An extensive evaluation retrieval and disseminating system is planned and will be conducted by the Research Coordinating Unit in cooperation with the vocational education staff.

2.43 Teacher Training.

Teacher training will be conducted at the various units of the Montana University System. Allotments of funds are designed to meet the needs for vocational education teachers pursuant to Table 7 of Part II of the State Plan.

The major amount of financial support for teacher training for vocational education will be provided by the teacher training institution. The program will provide teacher training for approximately 844 students. The students will be enrolled in the following service areas:

<u>Instructional Program</u>	<u>Number of Students</u>
Agriculture	65
Distributive	45
Home Economics	470
Office	180
Technical	25
Trades and Industry	<u>59</u>
Total	844

2.44 Research and Demonstration Projects.

Research and demonstration projects include follow-up and evaluation, survey on the success of vocational education graduates, survey on long-range success of graduates, retraining needs, success of consumer and homemaking education, inservice demonstration and training related to job opportunities.

2.45 Curriculum Development.

Projects to be undertaken include curriculum development for all areas of vocational education with special emphasis on courses for the disadvantaged, handicapped, school dropouts, consumer and homemaking and for new and emerging occupations.

3.0 State Programs for the Disadvantaged.

The allocation of funds for vocational education programs for disadvantaged persons under Part B, Section 102(b) of the act will be for such persons at all levels and types to serve the socio-economically handicapped, correctional institution inmates, elderly, migrant workers, juvenile delinquents, dropouts and members of racial or linguistic minority groups. Listings of such groups are according to Tables 2, 3 and 4 of Part III of the State Plan.

Proposals will be developed and submitted pursuant to 4.0 of Part I of the State Plan.

4.0 State Research and Training in Vocational Education.

4.1 Research Coordinating Units.

The Research Coordinating Unit will conduct such activities and services as are relevant to carrying out the provisions of the State Plan to include research, training, follow-up, evaluation and other activities as determined by the State Superintendent of Public Instruction.

4.2 Grants and Contracts.

Research, training, experimental, pilot, developmental programs and dissemination shall be encouraged and carried out. A special program of retrieval and dissemination of information regarding graduates of vocational education programs will be developed and implemented.

5.0 Exemplary Programs and Projects.

5.1 Planning.

Local school personnel will be encouraged to plan and to develop effective exemplary programs. The plan may be exemplary for a certain location even though it may have been tried in another location. Special emphasis will be made to develop exemplary programs for those persons not able to succeed in regular school course offerings or school environment.

Proposals will be developed and submitted pursuant to 6.0 of Part I of the State Plan.

5.2 Establishment, Operation and Evaluation.

Allocation of funds will be for the establishment, operation and evaluation of exemplary programs in terms of the purposes set forth in Sections 141 and 143(a) of the act. The vocational education staff of the Office of the Superintendent of Public Instruction shall provide leadership and will assist in the development and implementation of such programs.

6.0 Residential Schools.

6.1 Planning.

Effective planning shall be done cooperatively with all agencies concerned with persons eligible to attend residential vocational education schools in determining needs and to establish priorities. Studies will be made to determine population groups to be served, geographic locations and agencies which can best meet the vocational education objectives of the act and the State Plan and the needs of such persons to be served.

6.2 Construction.

No residential school construction is being planned for fiscal year 1970.

6.3 Operation.

Since no funds were allocated for this purpose for fiscal year 1970, no operation costs are included in the State Plan, Part III.

7.0 Consumer and Homemaking Programs.

7.1 Instruction.

A large percentage of the state's secondary schools will be offering consumer and homemaking education courses during fiscal year 1970. Additional emphasis will be placed upon serving post-secondary and adult persons. At least one-third of the federal funds made available under this section will be used in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life. Funds authorized for this purpose will be allocated on a ninety percent federal, ten percent local and/or state matching basis. Areas with high rates of unemployment and designated depressed areas are identified in 2.1-A and 2.1-C of Part II of this plan.

7.2 Ancillary Services and Activities.

Allocation will be made for ancillary services to assure that adequate administrative and supervisory staff may be hired to carry out the additional provisions of the act and 2.4 of this part of the State Plan.

As shown in Part F of Table 1 of this part, a total of \$9,295 will be expended for ancillary services relating to administration, supervision, evaluation and teacher education. Programs during fiscal year 1970 will be administered and supervised at the state level by the State Director, Assistant Director, supervisor and an assistant supervisor. Consultants may be employed when it is deemed necessary by the State Director and the State Superintendent of Public Instruction. (See 2.41 of Appendix I.)

Evaluation will be an integral and continuous function for all approved consumer and homemaking programs. Local administrators, supervisors and teachers will evaluate both consumer and homemaking programs as well as wage earning home economics programs. Evaluative and follow-up information regarding the success of programs in educating students enrolled in this area of instruction will be collected and disseminated through the Research Coordinating Unit and the Division of Vocational Education. Such information will be used for reporting purposes and to improve future activities regarding programs and services. Evaluation regarding teacher training for this area will also be made to determine the extent to which teachers are being prepared to educate students in homemaking and wage earning programs and to ascertain possible recommendations and action for improvement.

Preservice education for teachers will be conducted in the two universities of the state which are approved to prepare vocational homemaking teachers. Teachers in preservice education will be trained for both wage earning and consumer and home-making education programs. Approximately 345 persons are expected to be enrolled in preservice training programs in 1970 as shown in Table 7 of Part II of this plan. It is expected that 125 persons will be enrolled in inservice training.

The universities of the state will conduct courses, workshops and conferences with emphasis on educating the disadvantaged and handicapped and will plan instruction based on needs, interests and concern of individuals and families to be served. Special consideration will be given to the social, economic and cultural condition in deprived or economically depressed areas. Curriculum will include instruction in all areas of home economics with increased and special emphasis on consumer education.

The state staff will direct activities regarding workshops, demonstration units and the development of curricula and teaching materials. Special courses will be developed for members of low income families, socially and culturally deprived, minority group families and families living in depressed areas. It is anticipated that over 6,000 high school students will be enrolled in 65 programs for fiscal year 1970. Approximately 500 will be enrolled in post-secondary schools and over 800 will receive instruction in adult education programs. Approximately 350 will be enrolled in wage earning home economics related courses on the secondary level. Several new courses are presently being organized on the post-secondary and adult levels. Wage earning courses belong to the two occupational clusters relating to food services and clothing services.

8.0 Cooperative Vocational Education Programs.

8.1 Instruction.

Increased allocation for cooperative vocational education will be made in order to acquire qualified personnel, specifically coordinators, to carry out these programs. A high percentage of the allocation will be used for programs in areas of high youth unemployment and dropouts. Additional funds will be used to pay unusual costs of students. However, only such employer costs which are absolutely essential to carry out a program will be funded.

8.2 Ancillary Services and Activities.

Funds for ancillary services and activities which are related to cooperative vocational education programs will be allocated to assure qualified coordinating, supervisory and administrative personnel as provided in 2.4 of this part of the State Plan.

The \$51,804 estimated allocation of funds during fiscal year 1970, shown in Part G of Table 1 of this part, will be utilized for ancillary costs concerning administration, supervision, evaluation, teacher education, research, demonstration and curriculum development of cooperative vocational education programs. State level administration and supervision will be provided by the Division of Vocational Education staff in the Office of the Superintendent of Public Instruction. (See 2.41 of Appendix I.)

All approved cooperative vocational education programs will be evaluated continually by administrative and supervisory staff of the Division of Vocational Education, as well as by local educational agencies and employers cooperatively conducting such programs. Evaluative and follow-up information regarding the success of such programs and students in preparation for employment will be collected and disseminated through the Research Coordinating Unit under the direction of the State Director and the State Superintendent of Public Instruction. Such information will be used for reporting purposes and to determine methods for improvement of techniques, instructional methods and activities regarding programs and services. Evaluation of student progress and compatibility of employment regarding certain employers and job situations will be made in order to assure proper placement of persons in jobs in which they can succeed. Evaluation regarding teacher training for this method of training will also be made to determine the extent to which teachers are being prepared to instruct students by the cooperative education method. Further evaluation will be made to determine the degree of employer acceptance regarding cooperative education programs as well as employer acceptance of graduates from such programs.

Preservice and inservice education for teacher candidates and teachers of vocational education will be provided to acquaint such persons with the cooperative education method of training. Special courses are planned to prepare cooperative education teachers to become qualified coordinators of such programs. Cooperative vocational teacher education will be provided through the two universities and one college of the state which are approved to prepare vocational education teachers. All vocational education teachers in the service areas of agriculture, business, distribution and marketing, health occupations, wage earning home economics, technical and trade and industrial education will receive orientation in the cooperative method. Table 7 of Part II of this plan indicates that approximately 1,125 persons will be enrolled in vocational teacher education during school year 1970. Teachers pursuing cooperative vocational education special courses are included in all service areas. The three schools of the university system will conduct courses, workshops and conferences.

Staff in the Division of Vocational Education will direct activities regarding workshops, demonstration units and research, as well as the development of curricula and teaching materials when practical.

Cooperative vocational education programs will be offered for all service areas and at the secondary and post-secondary levels. Programs shall be made available in high schools, state designated post-secondary vocational-technical education centers, junior and community colleges and one unit of the university system. Section 5.65 of Part II of this plan shows that there will be approximately 30 secondary and 6 post-secondary cooperative programs in the state during school year 1970 with approximately 500 employers participating. Approximately 3 percent of all secondary and 4 percent of all post-secondary vocational education students will be enrolled in cooperative vocational education programs during this same period.

9.0 Work-Study Programs.

9.1 Student Compensation.

Allocation of funds for compensation of vocational education students enrolled in work-study programs will be in terms of the needs of secondary and post-secondary students for such financial assistance according to the provisions of Part H of the act. Special consideration for additional funding will be given for programs in areas of high youth unemployment and school dropouts.

9.2 Plan Development and Administration.

The State Board shall allocate funds for planning and conducting, under this part, the administrative functions necessary to provide the needed services to qualified students who could not otherwise participate in vocational education programs.



Section 75-4245, R.C.M., 1947, as amended. Duties of superintendent of public instruction. The superintendent of public instruction shall be the executive officer of the state board of education for the administration of the acts of Congress mentioned in section 75-4241 and of all laws of the state of Montana relating thereto. By and with the advice and consent of the state board of education he shall employ such assistants as may be necessary properly to carry out the provisions of the said acts of Congress and of such laws of the state of Montana as may relate thereto. He shall put into effect such rules and regulations as the state board of education may adopt and promulgate for the promotion of vocational education, and shall prepare and submit such reports of the condition of vocational education in the state of Montana as the state board of education may require. The superintendent of public instruction shall be the custodian of all records of the state board of education which pertain to vocational education and shall keep all such records in his office in the capitol of the state.

Section 75-4241, R.C.M., 1947, as amended. Acceptance of acts of Congress for promotion of vocational education. The state of Montana hereby reaffirms the acceptance of and assents to the terms and provisions of the act of Congress entitled "The Vocational Education Act of 1963" and the "Vocational Education Amendments of 1968," and further hereby accepts and assents to the terms and provisions of all acts of the Congress amendatory of the act foregoing, and to the terms and provisions of all other acts of Congress which provide funds for the benefit of vocational education in Montana.

Section 75-4242, R.C.M., 1947, as amended. Rules and regulations to be adopted by the state board of education. The state board of education shall have authority to adopt all necessary rules and regulations governing the establishment, conduct and administration of vocational courses, including the power to fix the qualifications of instructors and the course of study to be followed. But such rules and regulations adopted and all courses of study prescribed in accordance shall conform to the requirements of the federal board of vocational education.

Section 75-4247, R.C.M., 1947, as amended. State treasurer as custodian of moneys. The treasurer of the state of Montana is hereby designated as the custodian of all funds for vocational education. At the direction of the state board of education he shall disburse all moneys appropriated from time to time by the legislative assembly of the state for purposes of vocational education, and all moneys received by the state of Montana for vocational education from the federal government. With the state treasurer shall be deposited all funds received from any source for the establishment, support, maintenance or furtherance of vocational education in the state.

Section 75-4309, R.C.M., 1947, as amended. Post-secondary vocational-technical education program. This act will enable the development of a system of post-secondary vocational-technical education, adaptable to changing needs--controlled to prevent unnecessary duplication--and funded to insure growth and quality programming. It will place program and program budget approval under the state board for vocational education and will stabilize expansion by leaving center designation by the state board dependent upon legislative direction.

Section 75-4313, R.C.M., 1947, as amended. Local administration--state board sole authority for program and budget approval. The local administration of all post-secondary vocational-technical education programs shall remain with the appropriate board of trustees or regents, but the state board shall retain sole authority for program and budget approval and shall develop and publish criteria for approval.

Section 75-4317, R.C.M., 1947, as amended. Program and construction budget approval--financing. Post-secondary vocational-technical education centers are to submit program and construction budgets at such time and in such form as may be specified by the state board for approval by the said state board, but such budgets shall not be required to conform to the 180 day school calendar so that courses shorter or longer than full-year terms may be offered subject to approval by the said state board. The total of the approved budgets submitted by the post-secondary vocational-technical education centers together with the budget for the administration of the act by the state board shall constitute the total maximum approved budget which shall be financed as follows:...

Section 75-4318, R.C.M., 1947, as amended. Available funding. The state board for vocational-technical education shall determine the amount of funding available under this act. The state board may approve budgets for programs, construction, and ancillary services but the aggregate amount of the budgets so approved by the state board under this act shall not exceed the moneys determined to be available under section IX (1), (2), (3) and (4) (75-4317 (1), (2), (3) and (4)) of this act.

Section 75-4319, R.C.M., 1947, as amended. Treasurer custodian of program's funds -- disbursement -- deposit. The treasurer of the state of Montana is hereby designated as the custodian of all federal or state funds designated, appropriated or apportioned for post-secondary vocational-technical education. At the direction of the state board for vocational education he shall disburse all moneys as appropriated. All funds received from any federal or state source for the establishment, support, maintenance or furtherance of post-secondary vocational education in the state shall be deposited with the state treasurer.

Section 75-4320, R.C.M., 1947, as amended. Act controlling over conflicting provisions. Any school district, county high school or other institution and/or their governing boards which receives designation by the state board, upon direction by the legislature, as a post-secondary vocational-technical education center shall be governed exclusively by the provisions of the act with regard to the conduct of all post-secondary vocational-technical education programs. This act shall be authoritative in any circumstance in which it would appear to conflict with the provisions of any other chapter of the Revised Codes of Montana.

Section 75-4246, R.C.M., 1947, as amended. Apportionment of funds for vocational education. The state board for vocational education shall apportion all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation, and the said state board shall apportion all money received by the state of Montana for vocational education from the federal government under the acts of Congress mentioned in section 75-4241 in accordance with the requirements of said acts.

Section 75-101, R.C.M., 1947, as amended. Membership. The state board of education shall consist of eleven members of which number the governor, state superintendent of public instruction, and attorney general shall be ex officio members.

Section 75-102, R.C.M., 1947, as amended. Appointive members--term of office--vacancies. The governor shall appoint, by and with the advice and consent of the senate, the remaining eight (8) members of the board. Such appointments shall be made in the following manner: The appointees shall be equally divided between the first and second congressional districts of the state of Montana and shall be so selected that not more than four (4) of such members are affiliated with the same political party or organization. Upon the expiration of the term of any present member of the board, appointment shall be made in such manner as to carry into effect the foregoing provisions of this act.

The term of office of the appointive members of the board shall be eight (8) years and until their successors are appointed and qualified. Any appointment to fill a vacancy occurring before the expiration of the term of an incumbent shall be for the remainder of such term only. All appointments to fill vacancies shall be so made as to retain the then existing representation on the board as between congressional districts and political parties or organizations.

This amendment shall not affect the term of office of any present appointive member of the board, but all such members shall serve out their existing terms in the same way as though this act had not been passed.

All members hereafter appointed to said board shall be appointed for terms of eight (8) years, and said appointments shall be so arranged that the term of office of one (1) members shall expire each year; provided, however, that in order to carry out this requirement it shall be lawful upon the expiration of the term of office of existing members of the board to make appointment for shorter terms than eight (8) years, and provided, further, that all future appointments of members of the board shall be subject to adjustment in length of term to conform to any change made by law in the number of members of the board.

Section 75-4245, R.C.M., 1947, as amended. Duties of superintendent of public instruction. The superintendent of public instruction shall be the executive officer of the state board of education for the administration of the acts of Congress mentioned in section 75-4241 and of all laws of the state of Montana relating thereto. By and with the advice and consent of the state board of education he shall employ such assistants as may be necessary properly to carry out the provisions of the said acts of Congress and of such laws of the state of Montana as may relate thereto. He shall put into effect such rules and regulations as the state board of education may adopt and promulgate for the promotion of vocational education, and shall prepare and submit such reports of the condition of vocational education in the state of Montana as the state board of education may require. The superintendent of public instruction shall be the custodian of all records of the state board of education which pertain to vocational education and shall keep all such records in his office in the capitol of the state.

Section 75-1301, R.C.M., 1947, as amended. Election, qualification, oath. There shall be chosen by the qualified electors of the state, at the time and place of voting for members of the legislature, a superintendent of public instruction, who shall have attained the age of thirty years at the time of his election, and shall have resided within the state two years next preceding his election, and is the holder of a state certificate of the highest grade, issued in some state, and recognized by the state board of education, or is a graduate of some university, college, or normal school recongized by the state board of education as of equal rank with a unit of the university of Montana. He shall hold his office at the seat of government for the term of four years from the first Monday in January following his election, and until his successor is elected and qualified. Before entering upon his duties, he shall take the oath of a civil officer.

Section 75-4245, R.C.M., 1947, as amended. Duties of superintendent of public instruction. The superintendent of public instruction shall be the executive officer of the state board of education for the administration of the acts of Congress mentioned in section 75-4241 and of all laws of the state of Montana relating thereto. By and with the advice and consent of the state board of education he shall employ such assistants as may be necessary properly to carry out the provisions of the said acts of Congress and of such laws of the state of Montana as may relate thereto. He shall put into effect such rules and regulations as the state board of education may adopt and promulgate for the promotion of vocational education, and shall prepare and submit such reports of the condition of vocational education in the state of Montana as the state board of education may require. The superintendent of public instruction shall be the custodian of all records of the state board of education which pertain to vocational education and shall keep all such records in his office in the capitol of the state.

Section 75-4312, R.C.M., 1947, as amended. Centers to be designated only upon direction of legislature--applications for designation--legislative designation of certain centers.

(2) Applications are to be presented to the state superintendent of public instruction acting in his capacity as secretary of the state board for vocational education. The state superintendent shall review the application and present it to the state board along with his recommendations. The state board shall then examine the application and recommendation of the state superintendent and either adopt the recommendation of the superintendent or draft its own recommendation. The application, together with all recommendations shall be presented to the legislature by the state board at the next following legislative session...

Section 75-1303, R.C.M., 1947, as amended. Official staff. The superintendent of public instruction shall have the power to appoint one or more assistant superintendents one of whom may be designated as assistant superintendent for vocational education...

For the purposes of organization of the staff and administration of the duties and services of the superintendent of public instruction, there is hereby created under the office of the superintendent of public instruction a department of public instruction, of which department the superintendent of public instruction shall be the executive and administrative head.

Section 75-1637, R.C.M., 1947, as amended. Letting contracts and furnishing supplies, trustees not to be interested in--advertising for bids required, when. It shall be unlawful for any school trustee to have any pecuniary interest, either directly or indirectly, in the erection of any schoolhouses, or for warming, ventilating, furnishing, or repairing the same, or be in any manner connected with the furnishing of supplies for the maintenance of the schools, or to receive or to accept any compensation or reward for services rendered as trustees, except as hereinbefore provided. No board of trustees shall let any contract for building, furnishing, repairing, or other work, for the benefit of the district, without first advertising in a newspaper published in the county for at least two (2) weeks, calling for bids to perform such work, except:

(a) A board of trustees of third class districts maintaining one (1) or two (2) room elementary schools, may contract, without advertising and without bids, where the amount involved is not more than eight hundred dollars (\$800);

(b) A board of trustees of third class school districts, other than those mentioned in subparagraph (a) may contract, without advertising and without bids, where the amount involved is not more than fifteen hundred dollars (\$1,500);

(c) A board of trustees of districts of the first and second class, may contract without advertising and without bids where the amount involved is not more than two thousand five hundred dollars (\$2,500);

In all cases where advertising is required, the board shall award the contract to the lowest responsible bidder; provided, however, that the board of school trustees shall have the right to reject any and all bids.

Section 66-114, R.C.M., 1947, as amended. Plans for public buildings to have seal and signature of architect--insurance coverage. All architectural plans and specifications for public buildings of the state of Montana, or any agency thereof, or of any county, city, or school district of the state, shall bear the seal and signature of the architect responsible therefor.

All architects shall have an adequate errors and omissions insurance policy when performing any supervisory acts relating to the construction of any public buildings, works or improvements of the state of Montana or any agency thereof, or of any county, city or school district of the state and such insurance shall be in force for three (3) years after the completion of the public buildings, works, or improvements.

Section 66-115, R.C.M., 1947, as amended. Time schedule for payments to architects. All compensation payable to architects for planning or construction of public buildings of the state of Montana, or any agency thereof, or of any county, city or school district in the state may be distributed and paid in accordance with the following schedule, to wit:

- 20% upon completion of studies and preliminary drawings
- 55% upon completion of working drawings and specifications
- 15% during construction, based on contract payment
- 10% when construction has been completed and accepted by the owner or the duly authorized agent of such owner.

Section 75-4310, R.C.M., 1947, as amended. Definitions.

(4) "Construction." The term "construction" includes construction of new buildings and acquisition, expansion, remodeling, and alteration of existing buildings, and includes site grading, improvement, architectural fees, and purchase of initial equipment.

Section 75-4317, R.C.M., 1947, as amended. Program and construction budget approval--financing. Post-secondary vocational-technical education centers are to submit program and construction budgets at such time and in such form as may be specified by the state board for approval by said state board, but such budgets shall not be required to conform to the 180 day school calendar so that courses shorter or longer than full-year terms may be offered subject to approval by the said state board. The total of the approved budgets submitted by the post-secondary vocational-technical education centers together with the budget for the administration of the act by the state board shall constitute the total maximum approved budget which shall be financed as follows: ...

Section 75-4318, R.C.M., 1947, as amended. Available funding. The state board for vocational-technical education shall determine the amount of funding available under this act. The state board may approve budgets for programs, construction, and ancillary services but the aggregate amount of the budgets so approved by the state board under this act shall not exceed the moneys determined to be available under section IX (1), (2), (3) and (4) (75-4317 (1), (2), (3) and (4)) of this act.

Section 75-1632, R.C.M., 1947, as amended. Duties of trustees. Every school board unless otherwise specially provided by law shall have power and it shall be its duty:

8. To purchase, acquire, sell and dispose of plots or parcels of land to be used as sites for schoolhouses, school dormitories and other school buildings, and for other purposes in connection with the schools in the district; to build, purchase or otherwise acquire schoolhouses, school dormitories and other buildings necessary in the operation of schools of the district, and to sell and dispose of the same; provided, that they shall not build or remove schoolhouses or dormitories, nor purchase, sell or locate school sites unless directed so to do by a majority of the electors of the district voting at an election held in the district for that purpose, and such election shall be conducted and votes canvassed in the same manner as at the annual election of school officers, and notice thereof shall be given by the clerk by posting three (3) notices in three (3) public places in the district at least ten (10) days prior to such election, which notices shall specify the time, place, and purpose of such election. Provided, further, that this subdivision shall not be so construed as to prevent the board of trustees from purchasing one (1) or more options for a school site.

Section 75-1636, R.C.M., 1947, as amended. Leasing of county lands for school purposes--limitation of term. Whenever any county of the state of Montana shall have acquired title to any real or personal property in any manner now provided by law and such property is suitable or useful for dormitory or gymnasium or school purposes to any public school located within the same city, town or school district where said property is situated, the board of county commissioners of said county may, upon request of the board of trustees of any such school district, lease said property to such school district for school dormitory or gymnasium purposes for such rental as the said board of county commissioners may deem adequate and for such term of years, not exceeding four years, as the board may see fit.

Section 75-4247, R.C.M., 1947, as amended. State treasurer as custodian of moneys. The treasurer of the state of Montana is hereby designated as the custodian of all funds for vocational education. At the direction of the state board of education he shall disburse all moneys appropriated from time to time by the legislative assembly of the state for purposes of vocational education, and all moneys received by the state of Montana for vocational education from the federal government. With the state treasurer shall be deposited all funds received from any source for the establishment, support, maintenance or furtherance of vocational education in the state.

Section 75-4538, R.C.M., 1947, as amended. Care and disbursement of moneys. The moneys apportioned to or received by any school district or county high school under the provisions of this act shall be held by the county treasurer of the county to the credit of the school district or county high school as its high school fund and separate and distinct from all other public moneys, and disbursements therefrom shall be made for high school purposes only by warrant as provided in sections 75-4531 and 75-4532.

Section 75-4319, R.C.M., 1947, as amended. Treasurer custodian of program's funds -- disbursement -- deposit. The treasurer of the state of Montana is hereby designated as the custodian of all federal or state funds designated, appropriated or apportioned for post-secondary vocational-technical education. At the direction of the state board for vocational education he shall disburse all moneys as appropriated. All funds received from any federal or state source for the establishment, support, maintenance or furtherance of post-secondary vocational education in the state shall be deposited with the state treasurer.

Section 75-4318, R.C.M., 1947, as amended. Available funding. The state board for vocational-technical education shall determine the amount of funding available under this act. The state board may approve budgets for programs, construction, and ancillary services but the aggregate amount of the budgets so approved by the state board under this act shall not exceed the moneys determined to be available under section IX (1), (2), (3) and (4) (75-4317 (1), (2), (3) and (4)) of this act.

Section 75-4246, R.C.M., 1947, as amended. Apportionment of funds for vocational education. The state board for vocational education shall apportion all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation, and the said state board shall apportion all money received by the state of Montana for vocational education from the federal government under the acts of Congress mentioned in section 75-4241 in accordance with the requirements of said acts.

Section 59-701, R.C.M., 1947, as amended. Fiscal year and financial reports. The fiscal year for state purposes commences on the first (1st) day of July of each year, and ends on the last day of June of each year. The fiscal year for county purposes commences on the first (1st) day of July of each year and ends on the last day of June of each year. At the close of each fiscal year the fiscal records of each state office, department, bureau, commission, institution, university unit, and agency (hereinafter collectively referred to as state agency) shall be closed as of the end of the fiscal year. Each state agency shall prepare such financial statements and reconciliations for the fiscal year as the state controller may prescribe. These financial reports are to be completed and distributed not more than thirty-one (31) days following the close of each fiscal year. The state controller may extend this time limit if a state agency can show necessity therefor. The reports are to be distributed to the state controller and the legislative auditor and any other state agency the state controller may prescribe. It is the intent of this provision that these reports accurately and comprehensively present the financial activities of the reporting state agency so that the reports can be effectively utilized by the executive and legislative branches of state government. Upon consolidation of the reports, the annual financial report by the state controller will be available for other individuals and organizations interested in the financial affairs of the state of Montana.

Section 59-701.1, R.C.M., 1947, as amended. Reappropriation and re-encumbrance of purchase orders encumbered at end of each fiscal year. Accounting control of all purchase orders issued by the state controller which are encumbered at the end of each fiscal year in the state controller's accounts, because of incompleteness of the contract, shall be reappropriated and re-encumbered in the succeeding fiscal year.

Section 59-701.2, R.C.M., 1947, as amended. Claims not paid by time fiscal reports closed out are carried over. Any just claims not paid within the fiscal year shall become payable from the succeeding year's appropriation, providing, however, that such claims shall not exceed the appropriation made for the preceding biennium.

Section 82-1906, R.C.M., 1947, as amended. Contracts for printing and supplies. The state purchasing agent shall have exclusive power to contract for all printing and to purchase, sell, or otherwise dispose of, or to authorize, regulate and control the purchase, sale or other disposition of, all materials and supplies, service, equipment, and other physical property of every kind, required by any state institution or by any department of the state government; and to purchase or cause to be purchased all needed commissary supplies, and all raw material and tools necessary for any manufacturing carried on at any of said institutions; and to sell all manufactured articles, and collect the money for the same, and generally to regulate and control all purchases by any department of the state government, or by any state institutions; and also to furnish, repair, and maintain the executive residence for the governor. The state purchasing agent shall remit to the state treasurer all moneys received from the sale of property belonging to the state of Montana, said moneys to be by the treasurer credited to the general fund.

Section 75-1721, R.C.M., 1947, as amended. Lapse of appropriations--provisions for late claims in next ensuing budget. All appropriations, other than appropriations for uncompleted improvements in progress of construction, shall lapse at the end of the school year; provided that appropriation accounts shall remain open for a period of twenty (20) days thereafter for the payment of claims incurred against such appropriations prior to the close of the school year and remaining unpaid. After such period shall have expired all appropriations, except as hereinbefore provided regarding uncompleted improvements, shall be null and void and any lawful claim presented thereafter against any such appropriation shall be provided for in the next ensuing budget.

Section 75-4526, R.C.M., 1947, as amended. Lapse of appropriations--provisions for unpaid claims. All appropriations, other than appropriations for uncompleted improvements in progress of construction, shall lapse at the end of the school year; provided that appropriation accounts shall remain open for a period of twenty (20) days thereafter for the payment of claims incurred against such appropriations prior to the close of the school year and remaining unpaid. After such period shall have expired all appropriations, except as hereinbefore provided regarding uncompleted improvements, shall be null and void and any lawful claim presented thereafter against any such appropriation shall be provided for in the next ensuing budget.

Section 75-4317, R.C.M., 1947, as amended. Program and construction budget approval--financing. Post-secondary vocational-technical education centers are to submit program and construction budgets at such time and in such form as may be specified by the state board for approval by the said state board, but such budgets shall not be required to conform to the 180 day school calendar so that courses shorter or longer than full-year terms may be offered subject to approval by the said state board...

Section 75-4318, R.C.M., 1947, as amended. Available funding. The state board for vocational-technical education shall determine the amount of funding available under this act. The state board may approve budgets for programs, construction, and ancillary services but the aggregate amount of the budgets so approved by the state board under this act shall not exceed the moneys determined to be available under section IX (1), (2), (3) and (4) (75-4317 (1), (2), (3) and (4)) of this act.

Section 79-2301, R.C.M., 1947, as amended. Title and purpose of act. This act may be cited as "The Legislative Audit Act." Because the legislative assembly is responsible for authorizing the expenditure of public moneys, designating the sources from which moneys may be collected, shaping the administration to perform the work of state government, and is held finally accountable for fiscal policy, the legislative assembly should also be responsible for the audit of fiscal accounts and records so that it may be assured that its directives have been faithfully carried out. It is the intent of this act that each agency of state government be audited for the purpose of furnishing the legislative assembly with factual information vital to the discharge of its legislative duties.

Section 79-2313, R.C.M., 1947, as amended. Audit charge against earmarked money.

(1) As used in this section

(a) "Earmarked money" means a fund, account or any other money other than general fund money, but excluding trust or agency money, that is earmarked for the support of a particular agency, program or service.

(b) "Audit charge" means the actual cost of the audit of a state agency by the legislative auditor as computed by the legislative auditor, but not more than seventy-five dollars (\$75.00) per day.

(2) At the request of the legislative auditor, a state agency shall transfer to the general fund from earmarked moneys under its control an amount equal to the audit charge multiplied by the percentage that the annual expenditure of earmarked moneys is of the total annual expenditure of the state agency.

Section 82-1008, R.C.M., 1947, as amended. Examination of accounts of cities, towns and certain school districts, and fire districts. The state examiner in addition to the duties now imposed upon his office, shall have the power and authority and it shall be his duty, to make at least one (1) examination each year of the books and accounts of all incorporated cities and towns.

The state examiner shall have the power and authority, and it shall be his duty, to make at least one (1) examination during each fiscal year of the books and accounts of all school districts of the first and second class and of third class districts maintaining a high school, in like manner as is now required by law for the examination of the books and accounts of state and county officers.

For such examination a fee of seven dollars fifty cents (\$7.50) per hour per man shall be charged and said fee must be paid by such district into the state treasury and the state treasurer shall accredit such payment to the special examiners' fund.

A copy of the examiner's report shall be filed with the county superintendent of schools, the state superintendent of public instruction, and the clerk of the school district, and any citizen of the state of Montana shall have the right to inspect, copy out and publish any of the facts therein contained.

The state examiner shall have the power and authority and it shall be his duty to make at least one (1) examination during each fiscal year the books and accounts of all fire districts and volunteer fire departments created and existing in unincorporated areas, towns and villages supported by a mill levy.

For such examination a fee of seven dollars fifty cents (\$7.50) per hour per man shall be charged and said fee shall be paid by the fire district or fire department into the state treasury and credited by the state treasurer to the earmarked revenue fund.

A copy of such audit shall be filed with the clerk and recorder of the county in which such fire district or fire department exists.

Section 75-3617, R.C.M., 1947, as amended. Application for approval as isolated schools--circumstances to be considered in acting upon application. Before any elementary school having an ANB of nine (9) or less may be approved as an isolated school, and before any high school having an ANB of twenty-four (24) or less may be approved as an isolated high school, the board of trustees of the district wherein said school is located shall, on or before the first day of May in each year, make written application to the budget board for such approval. Such application shall be acted upon on or before the fifteenth day of June, and such application shall be granted if said budget board shall find and determine that transportation of the pupils of such school to another school is impractical by reason of the existence of obstacles to travel, such as mountains, rivers, poor roads, distance of pupils' homes from county roads or highways, or the distance of such isolated school from the nearest open school having room and facilities for the pupils of such isolated school; and an elementary school may also be approved as an isolated school upon a finding and determination by said budget board, approved by the county superintendent of schools and by the state superintendent of public instruction of the existence of conditions other than obstacles to travel which would result in unusual hardship to the pupils of such isolated school if they were transported to another school, and if none of the above-mentioned circumstances exist, such application shall be denied.

Section 75-4310, R.C.M., 1947, as amended. Definitions. (1) The term "post-secondary vocational-technical education" means vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with the state board for vocational education or local school districts and is conducted as part of a program designed to prepare individuals (not regularly enrolled in an elementary or secondary school program) for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations or to prepare individuals for enrollment in advanced technical education programs, but excluding any program generally considered professional or which requires a baccalaureate or higher degree; and such term includes vocational guidance and counseling; instruction related to occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; job placement; travel of students and vocational education personnel while engaged in a training program; the acquisition, maintenance, and repair of instructional supplies, teaching aids and equipment; and the rental of necessary emergency facilities but such term does not include the construction, acquisition, or initial equipment of buildings or the acquisition or rental of land. Post-secondary vocational-technical education shall include the 13th and/or 14th year of any segment thereof and beyond but will not include work toward a baccalaureate degree.

(2) A "post-secondary vocational-technical education student" is a person who has completed or left school, is at least 16 years of age, and is available for study in preparation for entering the labor market, for reentering the labor market, for employment stability or advancement in employment...

Section 75-4313, R.C.M., 1947, as amended. Local administration--state board sole authority for program and budget approval. The local administration of all post-secondary vocational-technical education programs shall remain with the appropriate board of trustees or regents, but the state board shall retain sole authority for program and budget approval and shall develop and publish criteria for approval.

Section 75-4246, R.C.M., 1947, as amended. Apportionment of funds for vocational education. The state board for vocational education shall apportion all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation, and the said state board shall apportion all money received by the state of Montana for vocational education from the federal government under the acts of Congress mentioned in section 75-4241 in accordance with the requirements of said acts.

Section 75-4317, R.C.M., 1947, as amended. Program and construction budget approval--financing. Post-secondary vocational-technical education centers are to submit program and construction budgets at such time and in such form as may be specified by the state board for approval by the said state board, but such budgets shall not be required to conform to the 180 day school calendar so that courses shorter or longer than full-year terms may be offered subject to approval by the said state board...



STATE OF MONTANA

Superintendent of Public Instruction and Executive Officer of Vocational Education*

Research Coordinating
UnitAdvisory Council, ESEA III
Executive CoordinatorDeputy SuperintendentAdministrative
AssistantDivision of Instructional Services

Director
 Coordinator, NDEA
 English
 Foreign Languages
 Humanities and the Arts
 Mathematics
 Reading and Language Arts
 Science
 Social Sciences
 Director, Guidance Services & NDEA V-a
 Vocational Guidance
 Special Services
 Adult Basic Education
 Aviation Education
 Driver Education
 Indian Education
 Library Services (ESEA II)
 Music
 Special Education and ESEA VI

Division of Vocational Education

Director and Assistant Director
 Agricultural Education
 Business & Distributive Education
 Fireman Training
 Health Occupations
 Home Economics Education
 Manpower Development & Training Act
 Trade, Industrial & Technical Ed.
 Vocational Guidance

Division of Financial, Statistical
and Information Services

Director
 Aid Distribution
 P.L. 815-874
 Transportation
 State Equalization
 Interest and Income
 Statistics
 Data Services
 Coordinator, Federal Programs
 Federal Programs Controller
 Accountant
 School Finance Specialist
 Information Services
 Documents
 Editing and Publishing
 Information Dissemination

Division of Administrative Services

Director
 Budget Control
 Accounting
 Purchasing and Inventory
 Personnel
 Staff Services
 Office Services and Facilities

Division of General Services

Director
 Accreditation
 Elementary
 Secondary
 Audiovisual Library
 Distribution
 Selection
 Certification
 GED Testing
 School Lunch
 Nutrition Consultant
 Surplus Property
 Textbook Registration
 Veterans' Education & Trg.

Research & Development Group

Division of Services Dvlpmt.
 Migrant Children Program
 Project Talent
 School District Consulting
 Services (ESEA I)
 Project Follow-Through
 Eight-State Project
 New Programs
 Special Projects
 ESEA IV

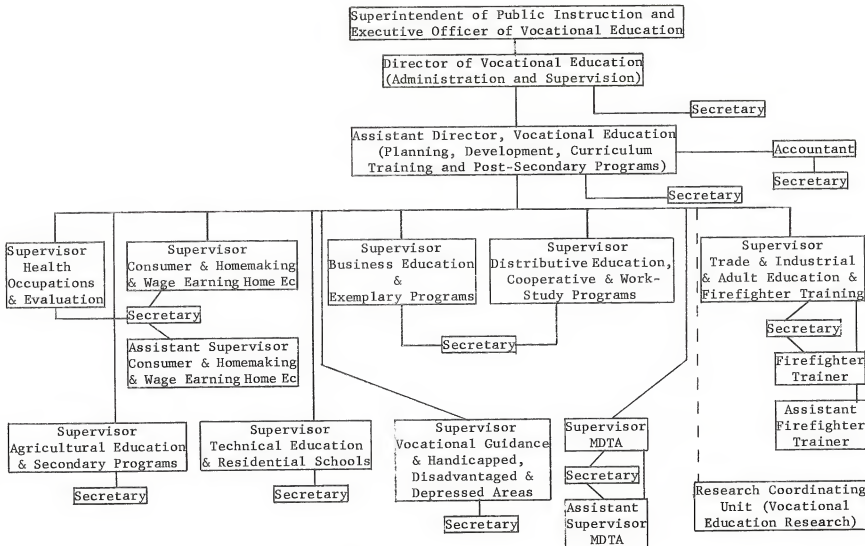
ORGANIZATION OF DEPARTMENT
 ORGANIZATION CHART

-1-

APPENDIX I
 1.14-2

*Organization of office is presently under review and changes are contemplated.

ORGANIZATION CHART
Division of Vocational Education



----- Research Coordinating Unit is directly responsible to the State Superintendent of Public Instruction.

DIRECTORY
Office of the Superintendent of Public Instruction

Superintendent of Public Instruction and
Executive Officer of Vocational Education Mrs. Dolores Colburg

Division of Vocational Education

Director (Administration and Supervision) William A. Ball

Assistant Director (Planning, Development, Curriculum
Training and Post-Secondary Programs) Benjamin A. Ulmer

Accountant Mrs. Luella Balkema

Supervisor, Agricultural Education and
Secondary Programs Basil C. Ashcraft

Supervisor, Business Education and Exemplary Programs Vacant

Supervisor, Consumer and Homemaking Education and
Wage Earning Home Economics Flora Martin

Assistant Supervisor, Consumer and Homemaking
Education and Wage Earning Home Economics Betty Lou Hoffman

Supervisor, Distributive Education
and Cooperative and Work-Study Programs Vacant

Supervisor, Health Occupations and Evaluation Vacant

Supervisor, Technical Education
and Residential Schools Clarence R. Anthony

Supervisor, Trade and Industrial and Adult
Education and Firefighter Training Clarence R. Anthony

Firefighter Trainer John T. Horn

Assistant Firefighter Trainer Vacant

Supervisor, Vocational Guidance and Handicapped,
Disadvantaged and Depressed Areas Vacant

Supervisor, Manpower Development and Training Val M. Matross

Assistant Supervisor, Manpower Development and Training .. Glenn Johnson

Research Coordinating Unit

Director (Vocational Education Research) Wayne M. Grames
Research Coordinator (Vocational Education
Research) Adrian J. Schultz
Research Assistant (Vocational Education
Research) Mrs. Barbara Crebo



COOPERATIVE AGREEMENT
between the
Montana Employment Security Commission
and the
Office of the Superintendent of Public Instruction

This Cooperative Agreement is entered into by the Montana Employment Security Commission and the Office of the Superintendent of Public Instruction to bring about closer working relationships and to render more effective selected functions of each agency pursuant to the provisions of Public Law 90-576, the Vocational Education Amendments of 1968, and the Montana State Plan for Vocational Education.

The State Board for Vocational Education, through its executive officer for vocational and technical education, agrees to:

- a. Furnish information to the Montana Employment Security Commission regarding enrollment as well as vocational-technical training programs conducted at the various schools throughout the state.
- b. Seek the services of counselors, specialists, consultants, and other resource personnel of the State Employment Service when this is deemed necessary and beneficial.
- c. Disseminate information concerning job opportunities, job outlook projections and any other relevant employment information supplied by the State Employment Service beneficial to school administrators, supervisors, vocational counselors and teachers.
- d. Encourage the wise use of job information supplied by the State Employment Service to school staff personnel and students enrolled in vocational-technical courses.
- e. Assure that educational agencies supply the State Employment Service with information regarding the occupational qualifications of persons having completed or who are completing vocational education courses.
- f. Perform, cooperatively with the State Employment Service, such other activities which will aid in job training and placement.

The Montana Employment Security Commission agrees to:

- a. Supply job resource materials to administrators, supervisors, counselors and teachers of vocational-technical education.

COOPERATIVE AGREEMENT--contd.

- b. Counsel prospective trainees in vocational preparatory programs upon request by school administrators.
- c. Counsel prospective trainees in vocational part-time and extension programs and encourage them with their interests and training.
- d. Disseminate information regarding training opportunities and schools which may be made available to prospective students of the state.
- e. Carry out testing programs for applicants to reveal potentialities, aptitudes, interests and performance abilities, upon request by the school administrator.
- f. Aid in the selection and referral of applicants to job openings.
- g. Provide specialized service for handicapped, disadvantaged and unemployed youth.
- h. Compile, analyze and disseminate labor market and employment orientation information for appropriate educational agencies and institutions.
- i. Refer applicants to other appropriate agencies for services not provided by the State Employment Service.
- j. Participate in state and community educational programs to promote full employment.

Joint consideration will be given to the results of periodic evaluations of manpower programs and services in light of information regarding current and projected manpower needs and job opportunities and to the relative vocational education needs of all population groups in all communities of Montana.

/s/ Dolores Colburg
State Superintendent of Public
Instruction

June 16, 1969
Date

/s/ Gordon R. Bennett
Chairman, Montana Employment
Security Commission

June 16, 1969
Date

COOPERATIVE AGREEMENT
between the
Montana Division of Vocational Rehabilitation
and the
Office of the Superintendent of Public Instruction

This Cooperative Agreement is entered into by the Montana Division of Vocational Rehabilitation and the Office of the Superintendent of Public Instruction to bring about closer working relationships in developing a comprehensive plan of vocational education for handicapped persons pursuant to the provisions of Public Law 90-576, the Vocational Education Amendments of 1968, and the Montana State Plan for Vocational Education.

The State Board for Vocational Education, through its executive officer for vocational education, agrees to:

- a. Work cooperatively and jointly with the Division of Vocational Rehabilitation in developing a comprehensive plan for the vocational education of handicapped persons.
- b. Coordinate the activities of the Office of the Superintendent of Public Instruction with the Division of Vocational Rehabilitation in the development and administration of the State Plan to the extent that handicapped persons are affected.
- c. Designate a member of its staff to serve as a liaison representative to the Division of Vocational Rehabilitation.
- d. Refer promptly to the Division of Vocational Rehabilitation all information regarding special programs and schools conducting programs and services for handicapped persons.
- e. Supply such supplementary data on handicapped persons relevant to vocational education opportunities and capabilities.
- f. Provide, whenever possible, supervisory services in the training of handicapped persons.
- g. Refer promptly to the Division of Vocational Rehabilitation such cases which are failing to respond to training to which they were committed and make recommendations for recycling of training.
- h. Seek the services of counselors, specialists, consultants and other resource personnel of the Division of Vocational Rehabilitation when this is deemed necessary and beneficial.

COOPERATIVE AGREEMENT--contd.

- i. Perform cooperatively with the Division of Vocational Rehabilitation such other activities which will aid in training handicapped persons for employment.

The Montana Division of Vocational Rehabilitation agrees to:

- a. Work cooperatively and jointly with the Office of the Superintendent of Public Instruction in developing a comprehensive plan for vocational education of handicapped persons.
- b. Coordinate the activities of the Division of Vocational Rehabilitation with the Office of the Superintendent of Public Instruction to assist in the development and administration of the State Plan to the extent that handicapped persons are affected.
- c. Designate a member of its staff to serve as a liaison representative to the Office of the Superintendent of Public Instruction.
- d. Refer promptly to the Office of the Superintendent of Public Instruction all information regarding cases which may be recommended for special training.
- e. Supply such supplementary data on handicapped persons relevant to vocational education.
- f. Assist, whenever possible, in the supervision of training of handicapped persons.
- g. Supply, whenever possible, resource materials as well as counseling and consultant services to the training of handicapped persons.
- h. Disseminate information regarding training opportunities and schools which may be made available to handicapped persons.
- i. Carry out testing programs for applicants to reveal potentialities, aptitudes, abilities and interests upon request of the school administrator.
- j. Aid in the selection and referral of applicants to possible vocational education opportunities.
- k. Perform, cooperatively with the Office of the Superintendent of Public Instruction, such other activities which will aid in training handicapped persons.

COOPERATIVE AGREEMENT--contd.

Joint consideration will be given to the results of periodic evaluations of programs and services for handicapped persons in regard to their success in meeting the needs of such persons to become employable and take their rightful place in the mainstream of life.

/s/ Dolores Colburg
State Superintendent of Public
Instruction

August 20, 1969
Date

/s/ J. C. Carver
Director, Division of
Vocational Rehabilitation

August 20, 1969
Date



§102.156 Transfer of allotments.

(a) Any portion of the amount allotted to any State for any fiscal year from funds appropriated under section 102(a) of the Act for the purposes of part B or part C of the Act which the Commissioner determines will not be required for such purposes for that fiscal year may, upon the approval of the Commissioner pursuant to paragraph (c) of this section, be transferred to or combined with one or more of the other allotments to the State for the same fiscal year under the Act. The amount so transferred is subject to the same conditions and requirements as the allotment to which it is transferred, and is no longer subject to the conditions and requirements as the allotment from which it was transferred. Thus, any reference in this part to "funds allotted under the Act" refers also to transferred funds included as a part of an allotment under the Act.

(b) A State board desiring to transfer funds from its allotment of funds appropriated under section 102(a) of the Act to another allotment under the Act shall submit as part of its annual State plan or amendment thereto a request for such a transfer. Such request shall indicate how the annual plan will be affected by the transfer and will provide information to permit application of the following criteria:

(1) The need for the funds to be transferred is substantially greater for the purpose of the allotment to which the transfer will be made than for the purposes of part B or part C of the Act, as the case may be;

(2) The transfer will permit a use of funds for a purpose or in a manner which would not be permitted under part B or part C of the Act;

(3) The funds to be transferred will be used effectively for the purpose of the allotment to which they are to be transferred; and

(4) The transfer of funds will result in the most effective use of such funds.

(c) The Commissioner will approve the State board's request for transfer of funds if he is satisfied that the transfer will meet the criteria set forth in paragraph (b) of this section; otherwise, he will disapprove such request. Such approval or disapproval will be based on information submitted by the State board with its request pursuant to paragraph (b) of this section, or on any other estimates, reports, and information available to the Commissioner which have been submitted by the State board or obtained by the Commissioner through independent investigation.

§102.157 Reallotment.

(a) (1) Any amount of any State's allotment under any part of the Act except part D which the Commissioner determines is not required for carrying out the State's plan under that part and which has not been transferred to another allotment within the State pursuant to §102.156 will be available for reallotment to other States on such dates as the Commissioner may fix for the purpose for which the amount was originally allotted.

(2) Any amount of any State's allotment under parts B and F of the Act which the State is required by §§102.59 and 102.92(c) to expend for a particular purpose (i.e., vocational education for disadvantaged persons, vocational education for handicapped persons, postsecondary vocational education, or consumer and homemaking education in economically depressed and high unemployment areas) and which the Commissioner determines will not be expended for such purpose shall be available for reallotment to other States only for such purpose.

(3) The amount of any reallotment pursuant to subparagraphs (1) and (2) of this paragraph shall be deemed to be part of the State's allotment for such fiscal year. Thus, any reference in this part to "funds allotted under the Act" refers also to reallotted funds included as a part of an allotment under the Act.

(b) Any determination by the Commissioner pursuant to paragraph (a) will be made on the basis of (1) a certified statement submitted by the State affirming that the State does not require the full amount of one or more of its original allotment(s) to carry out its plan, (2) reports and information acquired by the Commissioner either from the State or from independent investigation indicating that the State does not require the full amount of one or more of its original allotment(s), or (3) both. Within a reasonable time prior to the date fixed for reallotment of funds, the Commissioner will notify the State of his determination affecting the State's allotment(s) and either modify the amount certified for payment to the State or, if payment has already been made, direct the State to return to the United States whatever amount the Commissioner determines the State does not need.

(c) Reallotments will be made to other States in proportion to their original allotment for the fiscal year in which the original allotment was made; except that, subject to the provisions in paragraph (d) of this section, such reallotments to such other States will be reduced to the extent which the Commissioner estimates such State needs and will be able to use under its plan without delay for such fiscal year. The total of such reductions will then be reallotted among those States not suffering such a reduction in proportion to their original allotment except to the extent specified in the preceding sentence, and then reallotted as many times as necessary to exhaust such amount. Such estimate by the Commissioner will be made on the basis of (1) the

§102.157 Reallotment--contd.

certified statement submitted by the State pursuant to paragraph (b) of this section affirming that the State does not require the full amount of its original allotment to carry out its plan, (2) a request for reallotment by the State and its supporting certified statement indicating the amount of additional funds it needs and will be able to use effectively to carry out its plan, (3) reports and information acquired by the Commissioner either from the State board or from independent investigation, or (4) any or all of the above. Within a reasonable time before the date fixed for reallotment, the Commissioner will notify the State of the amount of reallotted funds (if any) the State shall receive.

(d) Any State which the Commissioner has determined, either on the basis of certified statements from the State or from other reports or information available to him, (1) does not require the full amount of its original allotment to carry out its plan, or (2) does not need or will not be able to use effectively the full amount of its proportionate share of funds to be reallotted, may, on or before the date fixed for reallotment, request that the Commissioner reconsider his determination affecting the original allotment or anticipated reallotment to such State, and submit with its request additional supporting information and data. If the Commissioner's determination is based in whole or in part on certified statements submitted by the State itself, the State may submit to the Commissioner an amendment to such certification on or before the date fixed for reallotment. The Commissioner, in making his reallotment of funds to the States, will take into consideration all such amendments and additional information furnished by the State with its request for reconsideration of the Commissioner's determination. All decisions made by the Commissioner regarding the reallotment of funds are final once reallotment is made.

§102.59 Percentage requirements with respect to uses of Federal funds.

(a) Application of percentage requirements. The State plan shall provide that allocations of Federal funds pursuant to §102.52 shall comply with the following requirements with respect to the use of Federal funds:

(1) Vocational education for disadvantaged persons. At least 15 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act, or 25 percent of that portion of the State's allotment which is in excess of its base allotment, whichever is greater, shall be used only for vocational education for disadvantaged persons.

(2) Postsecondary vocational education. At least 15 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act, or 25 percent of that portion of the State's allotment which is in excess of its base allotment, whichever is greater, shall be used only for postsecondary vocational education.

(3) Vocational education for handicapped persons. At least 10 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act shall be used only for vocational education for handicapped persons.

(b) Definition of base allotment. As used in this section, the term "base allotment" means the sum of the allotments to a State for fiscal year 1969 from sums appropriated under (1) section 2 of the Vocational Education Act of 1963 before its amendment by the Vocational Education Amendments of 1968 (20 U.S.C. 35-35n), (2) the Smith-Hughes Act (20 U.S.C. 11-15-16-28), (3) the Vocational Education Act of 1946 (20 U.S.C. 15i-15m, 15o-15q, 15aa-15jj, 15aaa-15ggg), and (4) the Act of March 3, 1931, relating to vocational education in Puerto Rico (20 U.S.C. 30), the Act of March 18, 1950, relating to vocational education in the Virgin Islands (20 U.S.C. 31-33), section 9 of the Act of August 1, 1956, relating to vocational education in Guam (20 U.S.C. 34), and section 2 of the Act of September 25, 1962, relating to vocational education in American Samoa (48 U.S.C. 1667).

(c) Waiver of percentage requirements. The percentage requirements in subparagraphs (1) and (2) of paragraph (a) may be waived for any State by the Commissioner for any fiscal year upon his finding that the requirements impose a hardship or are impractical in their application with respect to that State. Such a finding will be made only upon the request of the State submitted through its State board as a part of its annual program plan or amendment thereto.

§102.59 Percentage requirements with respect to uses of Federal funds--
contd.

(d) Vocational education meeting more than one percentage requirement. If an expenditure for vocational education falls within more than one of the categories for which there is a percentage requirement, the total amount of the expenditure may be counted as an expenditure for vocational education in one of the categories, or prorated to each of the categories in any manner which the State board deems reasonable and proper so long as the aggregate amount prorated to the categories in which the expenditure falls does not exceed the total amount of the expenditure.



State of Montana
 Superintendent of Public Instruction
 Helena 59601

FINANCIAL SUMMARY OF PLANS
 FOR VOCATIONAL EDUCATION PROJECTS

Due: June 6, 1969

Directions:

- District superintendent or other educational agency administrative officer submit original and two copies to the Director of Vocational Education, Office of the Superintendent of Public Instruction, Helena 59601.
- Transfer figures from respective sections of Estimated Budget, Plan for Vocational Education Project (F1701).

Dist. No.	County	City	ZIP Code	School
<input type="checkbox"/> Elementary <input type="checkbox"/> High School				

BUDGET ITEMS	INSTRUCTIONAL PROGRAMS												
	(1) Agri. Education	(2) Consumer & Homemaking	(3) Home Ec Wage Ear.	(4) Distrib. Education	(5) Health Education	(6) Office Education	(7) Technical Education	(8) Trades & Industry	(9) Exemplary	(10) Coopera- tive	(11) Handi- capped	(12) Disadvan- taged	(13) Other
Admin. and Supervision	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Instruction													
Guidance Consultant Services													
Capital Outlay													
Other Current Costs													
Totals	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

The attached descriptions of the proposed plans for vocational education projects and estimated budgets are a request for assistance from funds available under the Vocational Education Amendments of 1968 (P.L. 90-576). This application is consistent with the purposes of the Act, complies with its provisions and is true and complete to the best of my knowledge and belief.

The Assurance of Compliance with Title VI of the Civil Rights Act, dated _____ applies to the application submitted herewith.

Signed: _____ Date: _____ Signed: _____ Date: _____
 *Educational Agency Administrator Chairman, Board of Trustees

For Office of the Superintendent of Public Instruction use only:

Approved: _____ Date _____ Superintendent of Public Instruction Date _____
 State Director

*District Superintendent or Chief Administrative Officer of units of university system, junior colleges and community colleges
 F1700-401.301-5/69

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	PLAN FOR VOCATIONAL EDUCATION PROJECT	
Due: June 6, 1969		

Directions:

- District superintendent or other educational agency administrative officer submit an original and two copies to the Director of Vocational Education, Office of the Superintendent of Public Instruction, Helena 59601. One copy of the proposal will be returned.
- Follow the appropriate Accounting Codes for Vocational Education Programs (F498 or F1708) in preparing estimated budget.
- Applications for exemplary and cooperative programs may be submitted at a later date with the prior written approval of the Director of Vocational Education

Dist. No.	County	City	ZIP Code	School
<input type="checkbox"/> Elementary				
<input type="checkbox"/> High School				

Information about the proposed project is necessary to understand and properly evaluate the proposal in terms of the requirements set forth in the Vocational Education Amendments of 1968 (P.L. 90-576). Use the following outline in describing the project in terms that communicate the purpose and operation of the program.

I. GENERAL INFORMATION

- Occupation(s) for which training will be given.
- U. S. Office of Education Instructional Code Number(s).
- Approximate dates of program(s):
 - Beginning.
 - Ending.
- Estimated number of students to receive training.
- Name, location, description and adequacy of facilities to be utilized for this program.
- List advisory committee members and others consulted who are aware of school and community resources, manpower demands, potential for job placement, community and area needs, as they relate to this program.

<u>Name</u>	<u>Occupation</u>	<u>Employer</u>
F1701-401.301-5/69		

- G. Training objectives. What are the objectives in conducting this program? How will program provide student with substantial progress and preparation for immediate or subsequent employment?
- H. How was need determined? Use of advisory committee? Other cooperating agencies? Indicate manpower planning surveys, student interest, and any other factors.
- I. Program development. Relationship of proposed program to present offerings and to long range plans.
- J. Evaluation. Describe methods and procedures to be employed which will assure that program continues to meet student needs and community and area employment demands.
- K. POST-SECONDARY INSTITUTIONS ONLY. State the relation of proposed program to offerings of other secondary and post-secondary institutions in Montana.

II. COURSE INFORMATION

- A. Instructional personnel. List certified instructional personnel and any plans for additional staff. (Submit Application for Approval of Vocational Education Personnel, Form F1703.)
- B. Inservice training. Describe plans for assuring currency and updating of staff--clinics, workshops, conferences, summer school, etc.
- C. Instructional program. Topic outline of major units or divisions.
- D. Instructional materials (texts and references) to be used.
- E. Standards of performance expected of trainees at completion.

III. STUDENT INFORMATION

- A. Selection procedures. Age, grade level, academic and employment background of students. Considerations given to handicapped, disadvantaged, and/or unemployed youth (ages 16-20).
- B. Occupational guidance. Describe provision to assure adequate occupational guidance and the procedures for testing, placement services, job referrals, follow-up, etc.
- C. Estimated handicapped to be served. Special considerations or provisions to accommodate these students.
- D. Estimated disadvantaged to be served. State provisions for meeting needs of students in this category.

ESTIMATED BUDGET FOR VOCATIONAL EDUCATION PROJECT

- Directions: 1. Please follow guidelines in Accounting Code for Vocational Education Programs (Form F498).
 2. Round off figures to nearest dollar.

Budget Items	Total Amount Budget for Project Exp.	State Use Only	
		Local Funds	VEA Funds
ADMINISTRATION AND SUPERVISION			
8-111 Administrative Salaries, Professional			
8-159 Administrative Expenses, Other			
8-211 Supervisory Salaries, Professional			
8-258 Supervisory Expenses, Other			
TOTAL ADMINISTRATION AND SUPERVISION			
INSTRUCTION			
8-212 Instructional Salaries, Professional			
8-219 Instructional Salaries, Clerical			
8-251 Instructional, Supplies			
8-252 Instructional, Minor Equipment*			
8-257 Instructional, Travel			
8-259 Instructional, Other			
TOTAL INSTRUCTION			
GUIDANCE			
8-511 Guidance Salaries, Professional			
8-512 Guidance Salaries, Clerical			
8-556 Guidance, Travel			
8-559 Guidance, Other			
TOTAL GUIDANCE			

*Expenditures for all instructional equipment having a unit cost of less than \$100.

Budget Items	Total Amount Budgeted for Project Exp.	State Use Only	
		Local Funds	VEA Funds
CONSULTANT SERVICES			
8-913 Consultants' Fees			
8-956 Consultants' Travel			
8-959 Consultants' Expenses, Other			
TOTAL CONSULTANT SERVICES			
OTHER CURRENT COSTS			
8-1051 Rental of Space			
8-1052 Insurance			
8-1053 Employers Contribution, TRS			
8-1054 Employers Contribution, PERS			
8-1055 Employers Contribution, Social Security			
8-1058 Instructional Equipment, Repair and Maint.			
8-1059 Other Expenses			
TOTAL OTHER CURRENT COSTS			
CAPITAL OUTLAY			
8-1164 Instructional Major Equipment, Purchase*			
TOTAL CAPITAL OUTLAY			
GRAND TOTAL			

*Include all instructional equipment having a unit cost of \$100 or more. See page 6 for Itemized List of Major Instructional Equipment.

State of Montana
 Office of the Superintendent
 of Public Instruction
 Dolores Colburg, Superintendent
 Helena 59601

PROJECTED VOCATIONAL EDUCATION PROGRAM

Due: June 6, 1969

Directions: See reverse side.

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School	Type of Program:
-----------	---	--------	------	----------	--------	------------------

OE Code	Instructional Program, Activities and Services	Level	Year	Teachers			Length of Program in Weeks	Est. Enroll.						Esti- mated Value Equip. Pur- chases	Esti- mated Teacher Salary Costs	Esti- mated Other Costs	Esti- mated Total Costs
				Full- time	Part- time			Handi- capped	Disadvan- taged	Other	Private	Non-Profit					
			1969-70											\$	\$	\$	\$
			1970-71														
			1971-72														
			1972-73														
			1973-74														
			1969-70											\$	\$	\$	\$
			1970-71														
			1971-72														
			1972-73														
			1973-74														
			1969-70											\$	\$	\$	\$
			1970-71														
			1971-72														
			1972-73														
			1973-74														

Attach additional forms as needed.

Prepared by: _____ Title: _____ Date: _____

F1702-401.301-5/69

DIRECTIONS:

1. District superintendent or educational agency administrative officer submit one or more sheets for each type of program as listed below:

(1) Agricultural Education	(8) Trade and Industrial Education
(2) Consumer-Homemaking Education	(9) Exemplary Program
(3) Homemaking (Wage Earning) Education	(10) Handicapped Program
(4) Distributive Education	(11) Cooperative Program
(5) Health Education	(12) Disadvantaged Program
(6) Office Education	(13) Other (specify) _____
(7) Technical Education	
2. This is an informational form and will not obligate the local or state agency to program or budget commitment.

SPECIFIC INSTRUCTIONS:

1. OE code and title programs (see enclosed Form F512). For preparatory programs, use U. S. Office of Education Occupational Codes and Titles that describe the program. Use a five year projection block for each program. For adult programs, block groups by occupational fields and report in one projection block. Example: Trades and Industry, Occupational field - Building Trades.
2. Level. Use code letters: S, Secondary; P.S., Post-Secondary; A, Adult; O, Other.
3. Teachers. A full-time teacher devotes total teaching day to vocational education. Part-time teachers are to be reported as a percentage devoted to vocational education.
4. Length of program in weeks. Total weeks planned for the program during the period July 1 to June 30 of any year.
5. Estimated enrollment:

Handicapped persons means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education or related services.

Disadvantaged persons are those who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program.

Private non-profit enrollees are those attending private non-profit schools.

Others refers to all enrollees who are not covered as handicapped, disadvantaged, and/or private non-profit.
6. Estimated value of equipment purchases. Show the estimated dollar value of major equipment (unit cost over \$100) to be purchased for the program.
7. Estimated teacher salary costs. Show the estimated dollar value of vocational salary costs.
8. Other estimated costs. Show the estimated dollar value of costs other than 6 and 7 for the program.
9. Estimated total costs. A total of columns 6, 7 and 8.

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	APPLICATION FOR APPROVAL OF VOCATIONAL EDUCATION PERSONNEL
--	---

Directions:
 District superintendent or other educational agency administrative officer submit one copy to the Director of Vocational Education, Office of the Superintendent of Public Instruction, Helena 59601, with completed Plan for Vocational Education Project (F1701). If this is not possible, this form must be submitted no later than two weeks prior to start of instructional program.

Name of Applicant: _____ Date: _____

Address: _____ City: _____

Class of teaching certificate presently held: _____ Endorsement: _____

Professional vocational education courses completed:

Course Number	Name of Course	Quarter Credits	Institution

Occupational experience in certificate endorsed area:

Name and Address of Employer	Dates of Employment From To	Titles of Position and Nature of Duties

Signed: _____

Verified by: _____

_____ Applicant Educational Agency Administrator
 Date _____ District No. _____ County _____

This space is for Superintendent of Public Instruction use only:

Approval _____ Date _____

Provisions _____ Signed _____

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	INSTRUCTIONAL SCHEDULE AND ENROLLMENT REPORT Due date: Two weeks after start of instructional program
--	--

Directions:

District superintendent or other educational agency administrative officer submit an original and one copy to the Director of Vocational Education, Office of the Superintendent of Public Instruction, Helena 59601 for each professional person for whom state and/or federal assistance is requested.

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
-----------	---	--------	------	----------	--------

1. TYPE OF PROGRAM

<input type="checkbox"/> Agriculture	<input type="checkbox"/> Distributive	<input type="checkbox"/> Trades and Industry	<input type="checkbox"/> Handicapped
<input type="checkbox"/> Consumer and Homemaking	<input type="checkbox"/> Health	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Disadvantaged
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Office	<input type="checkbox"/> Cooperative	<input type="checkbox"/> Other (Specify)
<input type="checkbox"/> Wage Earning	<input type="checkbox"/> Technical		

2. LEVEL OF PROGRAM Secondary Post-Secondary Adult Other (Specify) _____

3. DATE PROGRAM STARTS _____ DATE PROGRAM ENDS _____

4. KIND OF INSTRUCTION Preparatory Supplementary Cooperative Apprentice

5.	Time		Class	No. Enrolled		Grade Level	U.S.O.E. Code No.	Day							
	From	To		M	F			M	T	W	T	F	S	S	
1															
2															
3															
4															
5															
6															
7															
8															

(If an adult class above, indicate total number of hours to be taught.)

6. PROFESSIONAL PERSONNEL INFORMATION

Name _____	Total Contract Salary \$ _____
Title _____	Total Travel Budget \$ _____
Class of teaching certificate presently held _____	Total Extended Employment Salary \$ _____
Endorsement _____	No. of Weeks Extended Employment _____
Full-Time <input type="checkbox"/> Secondary <input type="checkbox"/> Post-Secondary <input type="checkbox"/> Adult <input type="checkbox"/> Other (Specify) _____	
Part-Time <input type="checkbox"/> Secondary <input type="checkbox"/> Post-Secondary <input type="checkbox"/> Adult <input type="checkbox"/> Other (Specify) _____	
Part-Time adult teachers are from:	
<input type="checkbox"/> Business/Industry <input type="checkbox"/> Secondary <input type="checkbox"/> Post-Secondary <input type="checkbox"/> Other (Specify) _____	

7. I certify that this report is true and complete to the best of my knowledge and belief.

Signed: _____ Date: _____
Educational Agency Administrator*

*District Superintendent or Chief Administrative officer of units of university system, junior colleges and community colleges.

F1704-401.301-5/69

69

High School District No. _____, _____, _____, Montana
City CountyPOST-SECONDARY VOCATIONAL-TECHNICAL
CENTER BUDGETSee Budget Approval Procedure
(F1710) for directions

PROGRAM BUDGET FOR 1969-70

PART XXI POST-SECONDARY VOCATIONAL-TECHNICAL CENTER BUDGET	Program Application	For State use only
		State Board for Voc. Ed. Approved ¹
EXPENDITURES		
Administration		
21-111 Salaries, Professional	\$	\$
21-112 Salaries, Clerical		
21-156 Travel		
21-159 Other Expenses		
Total--Administration	\$	\$
Supervision & Instruction		
21-211 Salaries, Supervisors, Professional	\$	\$
21-212 Salaries, Instructional, Professional		
21-218 Salaries, Supervision, Clerical		
21-219 Salaries, Instructional, Clerical		
21-251 Supplies, Instructional		
21-252 Minor Equipment, Instructional		
21-256 Travel, Supervisory		
21-257 Travel, Instructional		
21-258 Other Expenses, Supervisory		
21-259 Other Expenses, Instructional		
Total--Supervision & Instruction	\$	\$
Guidance		
21-511 Salaries, Professional	\$	\$
21-512 Salaries, Clerical		
21-556 Travel		
21-559 Other Expenses		
Total--Guidance	\$	\$
Operation & Maintenance		
21-610 Salaries	\$	\$
21-620 Contracted Services		
21-640 Utilities		
21-659 Other Expenses		
Total--Operations & Maintenance	\$	\$
Consultant Services		
21-913 Consultant Fees	\$	\$
21-956 Travel		
21-959 Other Expenses		
Total--Consultant	\$	\$

PART XXI POST-SECONDARY VOCATIONAL-TECHNICAL CENTER BUDGET	Program Application	For State use only State Board for Voc. Ed. Approved ¹
Other Current Charges		
21-1051 Rental of Space	\$	\$
21-1052 Insurance		
21-1053 Contribution, TRS		
21-1054 Contribution, PERS		
21-1055 Contribution, Soc. Sec.		
21-1058 Equipment Maintenance & Repair		
21-1059 Other Expenses		
Total--Current Charges	\$	\$
Capital Outlay (Identify) ²		
21-1164 New Equipment	\$	\$
21-1165 Other		
Total--Capital Outlay	\$	\$
TOTAL PROGRAM EXPENDITURES	\$	\$
REVENUES		
21-47 Primary Source	\$ xxxxxxxx	\$
21-34 County Levy (1 mill)	xxxxxxx	
21-44 Federal Funds	xxxxxxx	
21-46 Other State Financing	xxxxxxx	
TOTAL PROGRAM REVENUE	\$ xxxxxxxx	\$

County Taxable Valuation \$ _____

List of all capital outlay expenditures for items with an individual item cost of \$100 or more.

Quantity	Description of Item	Cost
		\$

If more space is needed, attach additional sheet.

¹This approved budget amount is the budget approved by the State Board for Vocational Education under the provisions of Chapter 250, Laws of 1969, and will be the preliminary and final budget for budget adoption purposes.

²List all capital outlay expenditures of \$100 or more, by item, below.

CERTIFICATES OF APPROVAL:

A. Approval of Budget by State Board for Vocational Education.

The State Board for Vocational Education, according to the provisions of Chapter 250, Laws of 1969, hereby approves this budget for the fiscal year 1969-70; provided that a countywide mill levy of one mill (Item 21-34 and Certificate D) is made available for financing this budget.

Signed _____ Date _____
(Superintendent of Public Instruction)

B. Approval of Board of Trustees.

This budget is approved by the Board of Trustees of High School District No. _____, _____ County.

Signed _____ (Chairman, Board of Trustees) _____ (Clerk, Board of Trustees)

Date _____

C. Approval of Board of School Budget Supervisors.

The Board of School Budget Supervisors of _____ County hereby approves this budget.

Signed _____ (Chairman) _____ (Clerk) Date _____

D. Levy of County Tax.

The County Commissioners of _____ County hereby levy a tax of one mill on the taxable property within _____ County.

Signed _____ Date _____
(Chairman, County Commissioners)

NOTE: Return fully signed form to Superintendent of Public Instruction, Helena 59601.

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	PROPOSAL FOR EXEMPLARY VOCATIONAL EDUCATION PROGRAM	
--	---	--

Directions:

1. District superintendent or other educational agency administrative officer submit an original and three copies to the Director of Vocational Education, Office of the Superintendent of Public Instruction, Helena 59601 with the Plan for Vocational Education Project (F1701).
2. Use the following outline in describing the proposal in terms such as to communicate the purpose and operation of the program. Attach necessary additional sheets.

Dist. No.	County	City	ZIP Code	School
<input type="checkbox"/> Elementary <input type="checkbox"/> High School				

1. Describe the nature of the project which makes it exemplary.
2. State the portion of the cost of the project that will be borne by the applicant.
\$ _____
3. Describe the impact the project will have on reducing youth unemployment.
4. Estimated number of students enrolled in non-profit private schools who will participate in the project and the degree and manner of their participation.
5. Indicate the use, if any, of public school personnel in facilities other than public schools.
6. Describe the accounting procedure to assure that local and federal funds will not be comingled.

Prepared by: _____ Title: _____ Date: _____

F1706-401.301-5/69

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	PROPOSAL FOR CONSUMER-HOMEMAKING PROGRAM ¹	
--	---	--

Directions:

District superintendent or other educational agency administrative officer submit an original and two copies to the Director of Vocational Education, Office of the Superintendent of Public Instruction, Helena 59601 with the completed Plan for Vocational Education Project (F1701).

Dist. No.	<input type="checkbox"/> Elementary <input type="checkbox"/> High School	County	City	ZIP Code	School
-----------	---	--------	------	----------	--------

1. Attach a brief outline of your proposed consumer-homemaking program for youth and adults for the next five years.
2. Describe any local economic or socio-cultural conditions in your community which may be influencing low income and high unemployment.
3. Is it specified in your Plan for Vocational Education Project (F1701) how consumer-education is to be an integral and significant part of your school's proposed program?
Yes No
4. Does the program include a variety of learning experiences including participation by students in home and community experiences?
Yes No
5. State briefly plans for furthering professional leadership of vocational education instructional personnel in consumer-homemaking education programs.

Prepared by: _____ Title: _____ Date: _____

¹"Consumer-homemaking Education" is currently the name designated for vocational home economics programs in accordance with the Vocational Education Amendments of 1968.

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	PROPOSAL FOR COOPERATIVE OCCUPATIONAL PROGRAM	
--	--	--

Directions:

1. District superintendent or other educational agency administrative officer submit an original and two copies to the Director of Vocational Education, Office of the Superintendent of Public Instruction, Helena 59601 with completed Plan for Vocational Education Project (F1701).
2. Use the following outline in describing the project in terms such as to communicate the purpose and operation of the program. Attach necessary additional sheets.

Dist. No.	County	City	ZIP Code	School
<input type="checkbox"/> Elementary				
<input type="checkbox"/> High School				

1. Describe the cooperative arrangement between the school and employers to carry out the occupational training program.
2. Describe the supervision of the student by the school and by the employer to insure learning steps that contribute to the student's cognitive and vocational skills.
3. Does the program comply with federal and state labor laws and regulations in regard to hours worked, age of students, employment conditions, student safety, and student wages?
Yes No
4. Does the program provide for liability and industrial insurance protection?
Yes No
5. Describe the policies which govern each student's on-the-job training. Attach individual training agreement and sample student progress form(s).
6. Describe additional costs to employers for participation in program.
7. Describe additional costs to students which will enable them to participate in the program.
8. Describe the plan for involving students from non-public schools.
9. Describe the accounting procedure to assure that local and federal funds will not be comingled.

Prepared by: _____ Title: _____ Date: _____

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	APPLICATION FOR VOCATIONAL WORK-STUDY PROGRAM FOR SCHOOL YEAR ENDING JUNE 30, 1970	
Due Date: April 15, 1969		

Directions:

1. Submit the original and one copy of this form to the Director of Vocational Education, Office of the Superintendent of Public Instruction, Helena 59601.
2. One copy will be returned to you with approval action indicated.

High School District No. _____

Other Agency (specify) _____

City _____ County _____

We hereby request approval to conduct a Work-Study Program under the Vocational Education Amendments of 1968 according to the standards established by the State Board for Vocational Education.

The school district or agency operates the following vocational program(s). (Check as appropriate.)

<input type="checkbox"/> Agriculture	<input type="checkbox"/> Technical Education
<input type="checkbox"/> Home Economics (Wage Earning)	<input type="checkbox"/> Trades and Industry Education
<input type="checkbox"/> Distributive Education	<input type="checkbox"/> Health Education
<input type="checkbox"/> Business Education	<input type="checkbox"/> Other (specify) _____

Estimated number of full-time students taking vocational courses who need financial help to stay in school. _____

Number of students who are not in reasonable commuting distance to school who need financial help to stay in school (applies only to state designated vocational-technical centers). _____

Estimated number of part-time jobs available for this program in the school and other public agencies. _____

Percentage of dropouts last year (all students grades 9-12). _____%

Present local activities to reduce dropouts. _____

Percentage of unemployment in the county (obtain from Employment Service office serving your area). _____%

Name and title of person who is responsible for making necessary Work-Study Program reports to the state office for the local school district.

Amount of local funds spent by the local educational agency (school district) for student employment for fiscal years:

7/1/64-6/30/67 \$ _____, 7/1/65-6/30/68 \$ _____, 7/1/66-6/30/69 \$ _____

Amount of local funds anticipated to be available to the local educational agency (school district) for student employment for the July 1, 1969-June 30, 1970 fiscal year. \$ _____

Amount of federal funds requested for Work-Study Program for July 1, 1969-June 30, 1970 (not more than 75% of total work-study expenditures will be reimbursed from federal funds for this period). \$ _____

We agree to operate the program according to established standards for the Work-Study Program and to keep accurate records of payments, prepare reports for the State Board for Vocational Education on participation of students, places of employment, hours and wages, and to provide regular supervision of students each month.

The Assurance of Compliance with Title VI of the Civil Rights Act dated _____ applies to the application submitted herewith.
(Month, Day, Year)

We certify that this application is true and complete to the best of our knowledge and belief.

Signed _____ Signed _____
Chairman, Board of Trustees Superintendent of Schools

Date _____ Date _____

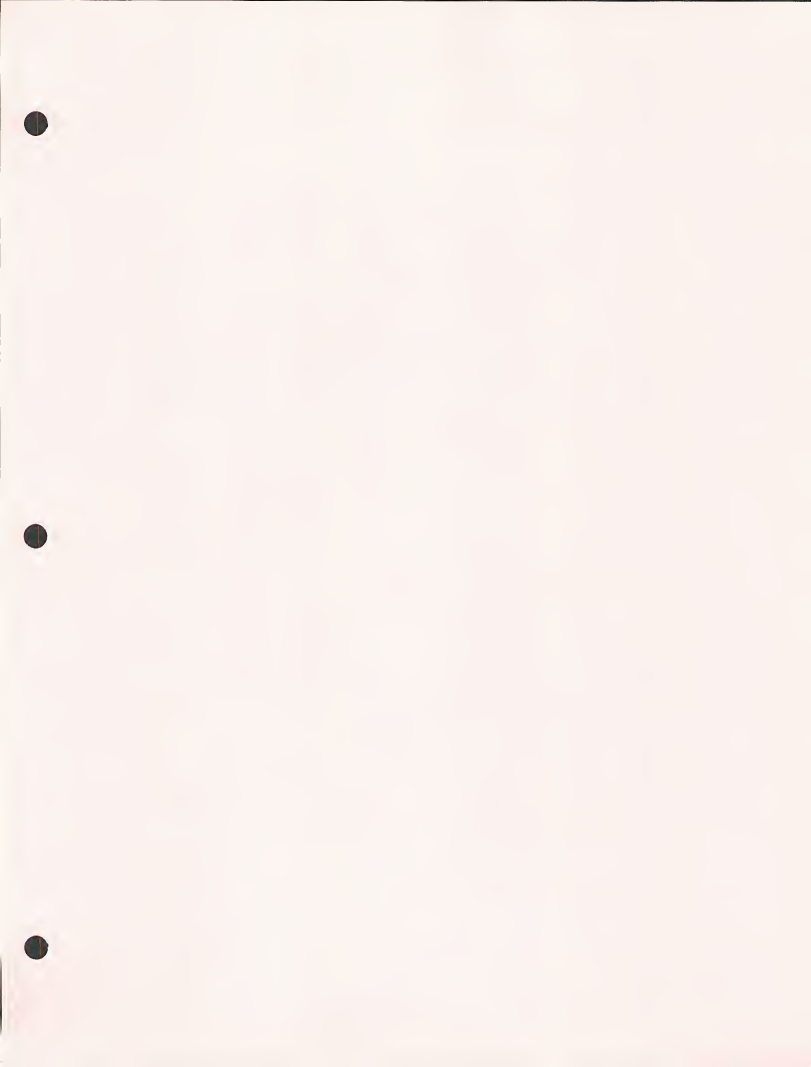
Do not write below this line--this space is for Office of the Superintendent of Public Instruction use.

Approved Not Approved

_____ Date _____
State Supervisor, Work-Study Program

_____ Date _____
State Superintendent of Public Instruction

Project No. _____



State of Montana
Superintendent of Public Instruction

Effective July 1, 1966

POLICY FOR ALLOCATING COSTS OF
VOCATIONAL EDUCATION PROGRAMS ADMINISTRATION

1. Costs to be allocated are:

Staff positions of Director, Assistant Director(s) or Assistant(s) to the Director, Project Accountant(s), secretarial and clerical services as required.

Equipment, supplies, maintenance, employee benefits, communications, travel, and all other essential expenditures necessary for the supporting positions.

Supplies, including printed materials, purchased in bulk for the benefit of all programs in the Division of Vocational Education.

2. Formula for Allocation

- (A) The total budget for the fiscal year for the objects listed in (1) will be prepared, as of July 1.
- (B) The total budget for the fiscal year for the remainder of the Division's operation will be prepared, as of July 1. The number of budgeted positions (including vacant positions) will be obtained, in terms of full-time equivalents.
- (C) The amount of the budget in 2(A) will be divided by the full-time equivalents in 2(B) to obtain a supporting services cost per F.T.E.
- (D) The cost/F.T.E. will be applied to each budgeted program function in 2(B) on the basis of full-time equivalent positions budgeted for that program.

3. Adjustment Policy

Except in the event of unusual occurrences during the fiscal year which significantly change the number of employed personnel in (A) or (B), the budgeted allocations will remain fixed throughout the year.

In the event that major changes require adjustment, a complete review will be made as of the first of the month nearest the date of the change and across-the-board adjustments will be made, as required by the altered numbers.

POLICY FOR ALLOCATION COSTS OF VOCATIONAL EDUCATION PROGRAMS
ADMINISTRATION--contd.

4. Mechanics of budgeting and accounting

Vocational Education Programs Administration is identified by U.S.O.E.
Program No. 401.301.

A program budget, by object of expenditure, will be prepared for
401.301.

Every other program budget within the Division will include an
object of expenditure Item 168, for Vocational Education Programs
Administration. Item 168 will show the amount budgeted as the
program's share of the cost.

State of Montana
Superintendent of Public Instruction

POLICY FOR ALLOCATING COSTS OF DEPARTMENTAL INTERNAL SUPPORTING SERVICES

1. Costs to be allocated are:

Staff positions of a supporting nature, serving no program function in themselves, other than that of the operational core of the agency.

Equipment, supplies, maintenance, employee benefits, communications, and all other essential expenditures necessary for the supporting positions.

Supplies, including printed materials, purchased in bulk for the benefit of all programs and of such nature as to preclude ready direct-use allocation of cost (usually of a trivial item or amount).

2. Formula for Allocation

- (A) The total budget for the fiscal year for the objects listed in (1) will be prepared, as of July 1.
- (B) The total budget for the fiscal year for the remainder of the agency's operation will be prepared, as of July 1. The number of budgeted positions (including vacant positions) will be obtained, in terms of full-time equivalents.
- (C) The amount of the budget in 2(A) will be divided by the full-time equivalents in 2(B) to obtain a supporting services cost per F.T.E.
- (D) The cost/F.T.E. will be applied to each budgeted program function in 2(B) on the basis of full-time equivalent positions budgeted for that program.

3. Adjustment Policy

Except in the event of unusual occurrences during the fiscal year which significantly change the numbers of employed personnel in (A) internal supporting services or (B) the remainder of the agency's staff, the budgeted allocations will remain fixed throughout the year.

In general, the assumption is that the costs of supporting services for a vacant position continue while the position is vacant, and the expense of constant rebudgeting and adjustment for minor changes is unjustifiable.

POLICY FOR ALLOCATING COSTS OF DEPARTMENTAL INTERNAL SUPPORTING SERVICES--contd.

In the event that major changes require adjustment, a complete review will be made as of the first of the month nearest the date of the change, and across-the-board adjustments will be made, as required by the altered numbers.

4. Mechanics of budgeting and accounting

The internal supporting services are identified by U.S.O.E. Program No. 131.000. A program budget, by object of expenditure, will be prepared for 131.000.

Every other program budget will include an object of expenditure Item 163, for other special services. Item 163 will show the amount budgeted as the program's share of the cost of internal supporting services.

Date adopted 7/1/66 Signed Dolores Colburg
Re-adopted 1/6/69

Addendum No. 1

5. Refunds Received for Expenditures of Prior Years

Whenever a refund is received for an expenditure made for departmental internal supporting services from the budget of a prior fiscal year, the refund will be applied to the budget for departmental internal supporting services for the year in which the refund is received, since it is impractical to apply such a refund to the fiscal year of the original transaction due to the extensive adjustments which would be required.

Date adopted 10/1/67 Signed Dolores Colburg
Re-adopted 1/6/69

State of Montana
Superintendent of Public Instruction

Effective July 1, 1966

POLICY FOR ALLOCATING COSTS
OF GENERAL SERVICES ADMINISTRATION

1. Costs to be allocated are:

Staff positions of Director, Assistant Director(s) or Assistant(s) to the Director, secretarial and clerical services as required.

Equipment, supplies, maintenance, employee benefits, communications, travel, and all other essential expenditures necessary for the supporting positions.

Supplies, including printed materials, purchased in bulk for the benefit of all programs in the Division of General Services.

2. Formula for Allocation

- (A) The total budget for the fiscal year for the objects listed in (1) will be prepared, as of July 1.
- (B) The total budget for the fiscal year for the remainder of the Division's operation will be prepared, as of July 1. The number of budgeted positions (including vacant positions) will be obtained, in terms of full-time equivalents.
- (C) The amount of the budget in 2(A) will be divided by the full-time equivalents in 2(B) to obtain a supporting services cost per F.T.E.
- (D) The cost/F.T.E. will be applied to each budgeted program function in 2(B) on the basis of full-time equivalent positions budgeted for that program.

3. Adjustment Policy

Except in the event of unusual occurrences during the fiscal year which significantly change the number of employed personnel in (A) or (B), the budgeted allocations will remain fixed throughout the year.

In the event that major changes require adjustment, a complete review will be made as of the first of the month nearest the date of the change, and across-the-board adjustments will be made, as required by the altered numbers.

POLICY FOR ALLOCATING COSTS OF GENERAL SERVICES ADMINISTRATION--contd.

4. Mechanics of budgeting and accounting

The General Services Administration function is identified by U.S.O.E. Program No. 131.201.

A program budget, by object of expenditure, will be prepared for 131.201.

Every other program budget within the Division will include an object of expenditure Item 164, for General Services Administration. Item 164 will show the amount budgeted as the program's share of the cost.

State of Montana
Superintendent of Public Instruction

Effective June 30, 1967

POLICY FOR ALLOCATING COSTS OF COORDINATION OF FEDERAL PROGRAMS

1. Costs to be allocated are:

- a. Staff positions for the office of coordinator of federal programs, consisting of coordinator, accountant and secretary, serving the functions of (1) analyzing all correspondence, inquiries, and materials received by the Office of the Superintendent of Public Instruction from federal sources; determining the kind of action necessary; routing the materials to the specific program with instructions for handling; receiving and reviewing all materials supplied by each program for any federal office or agency; preparing materials for forwarding to the federal agencies; filing and routine file copies of all materials received from and/or transmitted to federal agencies; (2) establishing and maintaining a manual of federal programs fiscal procedures; instructing program supervisors in the application of these procedures; in accordance with the established procedures and program requirements, maintaining accounting records for all federal programs; reviewing all requests from program supervisors for payment of claims for grant and reimbursement programs; preparing claims for processing by the Office of the Superintendent of Public Instruction Accounting Section; receiving and recording state warrants issued in payment of claims; transmitting warrants to program supervisors; (3) consulting with and assisting program supervisors in establishing procedures for new and amended programs; providing assistance in interpretation and implementation of federal regulations and program requirements; coordinating design of forms and content of financial and property accounting codes for federal programs; coordinating information and reconciling data from the several programs for reporting to federal agencies; assisting the Director of the Division of Finance and Statistics and the Superintendent of Public Instruction as required in the development and management of the administrative aspects of federal programs.
- b. Equipment, supplies, maintenance, employee benefits, communications and all other essential expenditures necessary for the office of coordinator of federal programs.

POLICY FOR ALLOCATING COSTS OF COORDINATION OF FEDERAL PROGRAMS--contd.

2. Federally-supported and federally-assisted programs:

a. Excluded: The Surplus Property program is excluded from consideration; no services are required to be provided by the office of the coordinator of federal programs.

b. Included:

- (1) ESEA Title I
- (2) ESEA Title II
- (3) ESEA Title III (state-supported)
- (4) ESEA Title IV (state-supported)
- (5) ESEA Title V programs as specified in approved application
- (6) NDEA Title III
- (7) NDEA Title V-a
- (8) NDEA Title X
- (9) All Vocational Education programs
- (10) Manpower Development and Training (and RAR)
- (11) School Food Services Program (state-supported)
- (12) Child Nutrition Act (state-supported)
- (13) Adult Basic Education
- (14) P.L. 815 and P.L. 874 (state-supported)
- (15) Special Education
- (16) "Designing Education for the Future" - Eight-State Project
- (17) Indian Education
- (18) Research Coordinating Unit
- (19) Veterans' Education

3. Formula for allocation of costs to programs included

- a. The total budget for the office of the coordinator of federal programs will be prepared for the fiscal year, as of July 1, for all objects of expenditure necessary to the function, as defined in paragraph 1.
- b. The budgeted annual cost of the office of coordinator of federal programs will be allocated to the budgets of each of the included federal programs on the basis of the proportionate share of the cost attributable to each program.
- c. The cost attributable to each program is computed as shown in Table 1, attached, taking into consideration the volume of mail, the number of surveys, the number of claims, the number of projects and the consulting services and other assistance provided for the program.

POLICY FOR ALLOCATING COSTS OF COORDINATION OF FEDERAL PROGRAMS--contd.

4. Adjustment policy

Except in the event of unusual occurrences during the fiscal year which significantly change the functions of the office of the coordinator of federal programs, or the addition or deletion of federal programs served, the budgeted allocations will remain in effect throughout the year.

An addition or deletion of a federal program occurring in the fourth quarter of the fiscal year will not be considered as the basis for an adjustment unless such adjustment would alter the annual contributions of all other federal programs by more than 25%.

5. Mechanics of budgeting and accounting

The budget for costs described in paragraph 1 is identified by Program Number 111.300.

The program budget for each federal program will include as an object of expenditure Item 960, showing the amount budgeted as the program's share of the cost of the office of coordinator of federal programs.

State of Montana
Superintendent of Public Instruction

Effective July 1, 1966

POLICY FOR ALLOCATING COSTS OF
INSTRUCTIONAL SERVICES ADMINISTRATION

1. Costs to be allocated are:

Staff positions of Director, Assistant Director(s) or Assistant(s) to the Director, secretarial and clerical services as required.

Equipment, supplies, maintenance, employee benefits, communications, travel and all other essential expenditures necessary for the supporting positions.

Supplies, including printed materials, purchased in bulk for the benefit of all programs in the Division of Instructional Services.

2. Formula for Allocation

- (A) The total budget for the fiscal year for the objects listed in (1) will be prepared, as of July 1.
- (B) The total budget for the fiscal year for the remainder of the Division's operation will be prepared, as of July 1. The number of budgeted positions (including vacant positions) will be obtained, in terms of full-time equivalents.
- (C) The amount of the budget in 2(A) will be divided by the full-time equivalents in 2(B) to obtain a supporting services cost per F.T.E.
- (D) The cost/F.T.E. will be applied to each budgeted program function in 2(B) on the basis of full-time equivalent positions budgeted for that program.

3. Adjustment Policy

Except in the event of unusual occurrences during the fiscal year which significantly change the numbers of employed personnel in (A) or (B), the budgeted allocations will remain fixed throughout the year.

In the event that major changes require adjustment, a complete review will be made as of the first of the month nearest the date of the change, and across-the-board adjustments will be made, as required by the altered numbers.

POLICY FOR ALLOCATING COSTS OF INSTRUCTIONAL SERVICES
ADMINISTRATION--contd.

4. Mechanics of budgeting and accounting

The Instructional Services Administration function is identified by U.S.O.E. Program No. 401.100.

A program budget, by object of expenditure, will be prepared by 401.100.

Every other program budget within the Division will include an object of expenditure Item 165, for Instructional Services Administration. Item 165 will show the amount budgeted as the program's share of the cost.

